DOCUMENT RESUME

ED 042 197 CG 005 699

AUTHOR	Dunn, Charleta J.; Payne, Bill F.
TITLE	The Effects of Group Guidance Upon the Self-Esteem, Interpersonal Relationships, and Educational Achievement of the Culturally Different Child.
INSTITUTION	Houston Univ., Tex.
SPONS AGENCY	Fort Bend Independent School District, Stafford, Tex.; Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE	Sep 69
NOTE	118p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$6.00
DESCRIPTORS	Academic Achievement, *Behavior Change, *Culturally Disadvantaged, Disadvantaged Youth, Elementary School Students, *Program Development, Self Concept, *Self Esteem, Social Disadvantagement, *Social Discrimination

ABSTRACT

The investigation was initiated in an attempt to identify action programs which may help the socioeconomically deprived overcome the psychological degradation and injury to the self-esteem which result from the negative evaluation society has placed upon them. A sample of approximately 200 fourth and fifth grade school students was randomly selected from a population participating in an Elementary and Secondary Education Act, Title I program. These pupils, enrolled in a consolidated school district covering five towns located in the East Texas Gulf Coast area, were divided into two groups. Data were collected and analyzed for both the control and experimental groups prior to and following group guidance sessions conducted for the experimental group every two weeks for 13 months. The report has included the measurement of the students' behavior as seen in attitude, school attendance, and academic achievement and a description of the program as well as an evaluation of the materials used in terms of their success in soliciting student participation and change. (Author)

ED0 42197

The Effects of Group Guidance Upon the Self-Esteem, Interpersonal Relationships, and Educational Achievement of the Culturally Different Child

by
Charleta J. Dunn, Ed.D.
Bill F. Payne, M.S.

CG 005 699

323

September 1969

A Publication of the
BUREAU of EDUCATION RESEARCH and SERVICES
College of Education
University of Houston
Houston, Texas 77004

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED042197

THE EFFECTS OF GROUP GUIDANCE UPON THE SELF-ESTEEM, INTERPERSONAL RELATIONSHIPS, AND EDUCATIONAL ACHIEVEMENT OF THE CULTURALLY DIFFERENT CHILD

Charleta J. Dunn, Ed.D.

Bill F. Payne, M.S.

University of Houston

Houston, Texas 77004

September 1969

The research reported herein was supported by the Hogg Foundation for Mental Health, Austin; Fort Bend Independent School District, Stafford; and the Bureau of Education Research and Services, University of Houston, Houston, Texas.

ACKNOWLEDGMENTS

This investigation and action program were made possible through the cooperative efforts of the Hogg Foundation for Mental Health, Austin; Fort Bend Independent School District, Stafford; and the Bureau of Education Research and Services, College of Education, University of Houston, Houston, Texas.

The authors of the report initiated and directed the project and the analysis of data for the purpose of studying the behavioral change of the culturally different elementary school child participating in a group guidance program. Appreciation is extended to Dr. John A. Cox, Assistant Professor, Department of Psychology, and Mr. R. Frank Eadie, Psychometric Data Analyst, Department of Counseling and Testing, University of Houston, for their assistance in the statistical treatment of the data. Acknowledgment is made to Mrs. Marillas J. Osterberg, Mr. Thomas A. Bass, and Mr. Thurman D. Knull, graduate students at the University of Houston, for their aid in evaluating the materials used and/or analyzing the data gathered.

Appreciation is expressed for those services of Mrs. Carolyn Suhr and Mrs. Peggy Horton, elementary counselors, whose untiring devotion and enthusiasm made the investigation possible. Mr. Jim Radcliff, Director of Guidance, and Mrs. Edward Everett, serving as liaison persons between the investigators and the participating school personnel, gave suggestions and support to the project. The late Dr. Harold B. Bottrell, Professor of Foundations, College of Education, University of Houston, made important contributions, as consultant, to the guidelines used for the study of student participation.

Recognition is given for those services of the members of the cooperating agencies, particularly to the directors: Dr. Robert Sutherland, Director, Hogg Foundation for Mental Health; Mr. Edward Mercer, Superintendent, Fort Bend Independent School District; Dr. Robert B. Howsam, Dean, College of Education, University of Houston; and Dr. V. J. Kennedy, Director, Bureau of Education Research and Services.

Charleta J. Dunn
Project Director

FOREWORD

The Bureau of Education Research and Services is pleased to publish this research study describing the effects of group guidance techniques on culturally different children. The study was supported by a grant from the Hogg Foundation For Mental Health.

Increasing interest exists in developing group guidance procedures to maximum effectiveness. It is, therefore, hoped that this study might serve as a guide to school administrators and guidance personnel in developing or strengthening group guidance programs in their schools.

V. J. Kennedy
Director
Bureau of Education Research

TABLE OF CONTENTS

PAGE

Foreword vii

PART

I. THE PROBLEM AND DISCUSSION 1
  Purpose 1
  Background 3
    Attitude and Achievement 4
    Socialization and Achievement 5
  Rationale 7
  Procedure 8
    Sample 9
    Methodology 9
  Data 10

II. GUIDANCE TOPICS AND STIMULI 11

III. A DESCRIPTION OF THE PARTICIPANTS: BIOGRAPHIC, DEMOGRAPHIC, AND SCHOLASTIC 17
  Demographic Data 17
    Special Abilities 18
    School Activities 18
    Nonschool Activities 18
    Health and Illnesses 18
    Ability to Relate to Peers 26
    Ability to Relate to Teachers 26
    Classification of Basic Problem 26
    Student Description 26
  Biographic Data 27
    Familial 28
    Economical 28
    Educational 34
    Personal 35
    Social 35
  Student Perception 36
    Racial Descent 37
    Sex 37
    Subtests 40
    Groups 40
  Scholastic Data 43
    Means and Standard Deviations 43
    Correlational Studies 47

IV. STUDENT VERBALIZATION AND GROUP INTERACTION 57
Verbalization 58
Interaction Process Analysis 58
Counselor Differences 62
First-Final Guidance Sessions 64
Video-Taped Recordings 69
Student Verbal Participation 74
Race and Sex 75
Informative and Affective 76
Comments to Peers 78

V. RESULTS AND DISCUSSIONS 81

BIBLIOGRAPHY 89

APPENDIX A. Teacher Rate Chart 95

APPENDIX B. Biographical Data 101

APPENDIX C. Rating Chart #4: Student Perception Of Self And Others 105

APPENDIX D. Correlation Coefficients: Experimental Group 111

APPENDIX E. Correlation Coefficients: Control Group . . . 113

APPENDIX F. Categories For The Verbal Interaction Analysis System 115

LIST OF TABLES

TABLE PAGE

I. Group Guidance Program, Length And Rating 14

II. Pupils Rated By Classroom Teachers 17

III. Teacher Ratings Of Experimental And Control Groups 19

IV. Students Responding To Biographical Data 27

V. Student Responses To Biographical Data Questionnaire 29

VI. Mean Scores Of Students Rating Scale By Group, Race, And Sex 38

VII. Mean Scores Of Student Rating Scale By Racial Descent 39

VIII. Mean Scores Of The Student Rating Scale By Sex 39

IX. Mean Scores Of Student Rating Scale By Scale Subtests 42

X. Pre And Posttest Mean Scores Of Student Rating Scale By Scale Subtests 42

XI. Mean Scores Of Student Rating Scale By Groups 43

XII. Age And Race Distribution 44

XIII. Means And Standard Deviations Of Demographic Data For Experimental Group 44

XIV. Demographic Data: Pre And Post Mean Scores Of Sample 46

XV. Correlation Coefficients Of Pre Data For Experimental Group 49

XVI. Correlation Coefficients Of Pre Data For Control Group 50

XVII. Correlation Coefficients Of Post Data For Experimental Group 51

XVIII. Correlation Coefficients Of Post Data For Control Group 52

XIX. Correlation Coefficients Of Pre-Post Absences, Teacher-Made Grades, And Standardized Test Scores: Experimental Group 54

XX. Correlation Coefficients Of Pre-Post Absences, Conduct Grades, and Concept Scales: Experimental Group 55

XXI. Total Tabulation Of Verbalization By Categories 59

XXII. Interaction Process Analysis Of Sixty-five Group Guidance Sessions 61

XXIII. Interaction Process Analysis--Counselor X 63

XXIV. Interaction Process Analysis--Counselor Y 65

XXV. Interaction Process Analysis--First Session 66

XXVI. Interaction Process Analysis--Final Session 67

XXVII. Verbal Frequencies By Categories 70

XXVIII. Student Participation By Race And Sex 75

XXIX. Student Responses: Informative And Affective 77

XXX. Student Responses: Positive Or Negative 78

XXXI. Comment Toward Group Peers 79

LIST OF FIGURES

FIGURE

1. Comparison Of Verbal Frequencies Of Four Elementary Group Guidance Sessions 72

PART I

THE PROBLEM AND DISCUSSION

PURPOSE

Although the major purpose of the public school is to teach the fundamental skills to youth, research in educational psychology has shown that learning of cognitive information and skills is tied up and identified with other social processes in behavioral learning.[1] Studies have demonstrated that the personal interrelationship facilitates or retards functioning in a variety of areas.

The Coleman Report Frame emphasized that family and peers have more influence upon the behavior of the child than has the school.[2] Studies by Bandura and Walters have found the role that social imitation, modeling, and shaping of behavior by adults and peers have on the formation of behavior repertory;[3] and Kaufman's investigation based upon Festinger's theory of cognitive dissonance would support the notion that subjective perceptions are formed early in reaction to social reinforcers and are sustained through the medium of social learning.[4]

---

[1] Bruno Bellelheim, "Teaching the Disadvantaged," National Education Association Journal, 54 (September, 1965), pp. 8-12; and James Olsen, "Children of the Ghetto," High Points, 46 (April, 1964), p. 25.

[2] Peter Janssen, "The School Crisis: Any Way Out?" Newsweek (September 25, 1967), p. 74.

[3] A. Bandura and R. Walters, Social Learning and Personality Development (New York: Holt, Rinehart and Winston, 1963).

[4] H. Kaufman, Task Performance, Expected Performance and Responses to Failure as Functions of Imbalance in the Self-Concept, unpublished doctoral dissertation (Philadelphia: University of Pennsylvania, 1962).

The increased numbers of socioeconomically deprived students have intensified the concern of educators who recognize the growing gap in pupil school attainment and increased numbers of youth who "drop" or are "pushed" out of school. Members of civil, social, and welfare departments of state and federal governments are involved not only in reporting data representing unhealthy economical and social trends, but also in developing corrective measures via legislation. In fact, as a result of federally sponsored programs for the deprived, efforts have been put forth to identify the culturally disadvantaged student and to improve his external environment.

Research has been needed, however, in identifying those means by which the guidance department in public schools can promote prevention of emotional, educational, and social disorders by concentrating on individual adjustment and academic achievement of the culturally different. An intensive study of the factors related to their attitude in the teaching-learning situation and achievement has been desired, for example, so that educators and educational institutions may establish operational models fundamental to promoting personal adjustment and mental health.

The current focus upon the culturally different child has indicated that such children need (1) help in changing their attitudes toward achievement and school,[5] (2) educators trained to be sensitive to their particular needs,[6] and (3) more suitable methods and curricula to fit their life styles.[7] Consequently, the major objective of this investigation has been to explore and specify the effects of certain group guidance programs upon personal adjustment as seen in self-esteem, socially significant attitudes and behavior, and educational achievement of culturally different students in an elementary school setting.

---

[5] J. W. Greenberg, "Attitudes of Children from Deprived Environment Toward Achievement," Journal of Educational Research, 59 (October, 1965), pp. 57-62; Barbara H. Kemp, The Youth We Haven't Served, Catalog #FS 5-280-80038 (Washington, D. C.: Government Printing Office, 1966), pp. 1-8; William Kavaraceus, "Helping the Socially Unadapted Pupil in the Large City School," Exceptional Children, 28 (April, 1962), pp. 399-404; and Frank Riessman, "The Overlooked Positives of Disadvantaged Groups," Journal of Negro Education, 33 (Summer, 1964), pp. 225-231.

BACKGROUND

It has been observed that motivation is followed by personal adjustment, social adjustment, and academic ability, in that order, as the most important factors in school performance. Stated another way, the chief determinants to educational success are personality characteristics, life styles, and motivation.[8]

While no dichotomy actually exists, the related literature limited to the objectives of this investigation has been divided into (1) attitudes and achievement and (2) socialization and achievement.

---

[6] Bruno Bettelheim, op. cit.; Arnold B. Cheyney, "Teachers of the Culturally Disadvantaged," Exceptional Children, 38 (October, 1966), pp. 83-88; P. Groff, "Dissatisfaction in Teaching the Culturally Deprived Child," Phi Delta Kappan, 45 (November, 1966), p. 76; and Sister Clare Marie, "Project-Love," National Catholic Educational Association Bulletin, 62 (August, 1965), pp. 508-513.

[7] S. P. Koenigsberg, "Teaching the Disadvantaged Youth," Educational Digest, 31 (April, 1966), pp. 10-13; James Olsen, op. cit.; and M. A. Sarvis, "Reactions of Children from Overcrowded Areas," Childhood Education, 39 (May, 1963), pp. 413-415.

[8] A. B. Clark III and Leonard J. Gregorio, "Graduate School Admission Policies and the Counseling Use of the SVIB Students Personnel Scale," Journal of College Student Personnel, 7:3 (May, 1966), pp. 176-179.

Attitude and Achievement

The relationship between achievement and attitudes has been well documented in the literature. Ausubel,[9] Brodie,[10] Riessmen,[11] and Woodruff[12] have all concluded that attitudes toward school do have an effect upon achievement. The results lend credence to the initial points raised about the different income groups.[13] While Eargle and Havighurst found a close relationship between academic progress and social class,[14] Wright and Frankel reported the effect of family economic level upon academic achievement.[15]

---

[9] D. P. Ausubel, "A Teaching Strategy for Culturally Deprived Pupils," School Review, 71 (February, 1964), pp. 454-460.

[10] T. A. Brodie, Jr., "Attitude Toward School and Academic Achievement," The Personnel and Guidance Journal, 43:4 (December, 1964), pp. 375-378.

[11] Frank Riessman, *op. cit.*

[12] A. D. Woodruff, "The Role of Value in Human Behavior," Journal of Social Psychology, 36 (August, 1952), pp. 97-107.

[13] J. P. Rice, "Education of Subcultural Groups," School and Sociology, 92 (November 28, 1964), pp. 360-362; and C. V. Willie, "Education, Deprivation and Alienation," Journal of Negro Education, 34 (Summer, 1965), pp. 209-219.

[14] Zane E. Eargle, "Social Class and Student Success," High School Journal, 46 (February, 1963), pp. 162-169; and Robert Havighurst, Growing Up in River City (New York: John Wiley and Sons, Inc., 1962), pp. 50-53.

[15] E. Frankel, "Characteristics of Working and Non-Working Mothers Among Intellectually Gifted High and Low Achievers," The Personnel and Guidance Journal, 42 (April, 1964), pp. 776-780; and John J. Wright, "The Impact of Perceived Stress on Academic Achievement When Family Income Level and Self-Concept Are Taken into Account," Journal of College Student Personnel, 7:2 (March, 1966), pp. 113-117.

There is a considerable body of evidence which indicates that the child with a poor self-concept will be more anxious, less well-adjusted, less popular, less effective, and more defensive.[16] A number of investigators have cited the hostility of underachievers toward authority figures.[17]

Socialization and Achievement

Personal characteristics of the culturally different child pertaining to socialization and achievement include a lack of feeling of success and a feeling of rejection by society.[18] The relationships among the cultural environment, attitudes, and achievement are important in further distinguishing the characteristics of the population.[19] Furthermore, through a myriad of investigations, it has been learned that they not only have common problems, but they possess common attitudes toward themselves and their problems.

Barclay studied learning problems of the culturally disadvantaged and found evidence that interaction with peers influenced both some aspect of childhood personality and levels of occupational and educational aspiration.[20] Other investigations have evidenced that underachievers are significantly different from achievers in areas of peer relationships and measured personality variables.[21] Achievers scored higher or toward better adjustment on all scales. It can be assumed that performance levels are established by the development of ego-defenses that enable the student to justify school performance, or, in other words, poor learning may have been reinforced by a poor self-concept.

---

[16] John L. Creswell and Charleta J. Dunn, Teaching Under Pressure (Houston, Texas: St. Thomas University Press, 1968); and B. R. McCandless, Children and Adolescents: Behavior and Development (New York: Holt, Rinehart and Winston, 1961).

[17] Delma Della-Dora, "The Culturally Deprived: Further Observation," Exceptional Children, 29 (January, 1963), pp. 226-236; William Kavaraceus, op. cit.; M. A. Sarvis, op. cit.; and R. G. Taylor, "Personality Traits and Discrepant Achievement," Journal of Counseling Psychology, 11:1 (Spring, 1964), pp. 76-81.

[18] Richard Corbin and Muriel Crosby, Language Programs For the Disadvantaged (Champaign, Illinois: The National Council of Teachers of English, 1965), p. 75.

[19] D. P. Ausubel, op. cit.; John C. Creswell and Charleta J. Dunn, op. cit.; Merle M. Ohlsen and George M. Gazda, "Counseling Underachieving Bright Pupils," Education, 86 (October, 1965), pp. 78-81; and A. D. Woodruff, op. cit.

A few studies indicate low social desirability was closely related to dropout status over a period of 4 years;[22] in fact, Williamson and Cole supported the idea that social behavior influences the grading of the teacher.[23] One might conclude, therefore, that poor academic performance levels of the culturally different student have been reinforced by a negative attitude.

---

[20] James Barclay, "Interest Patterns Associated with Measure of Social Desirability," The Personnel and Guidance Journal, 45:1 (September, 1966), pp. 56-60.

[21] H. O. Barret, "An Intensive Study of Thirty-Two Gifted Children," The Personnel and Guidance Journal, 36:3 (November, 1957), pp. 192-194; J. J. Kurtz and Esther Swenson, "Factors Related to Overachievement and Underachievement in School," School Review, 59:1 (November, 1951), pp. 472-480; and W. R. Morrow and R. C. Wilson, "Family Relations of Bright High-Achieving and Under-Achieving High School Boys," Child Development, 32:3 (September, 1961), pp. 501-510.

[22] A. O. Haller and C. E. Butterworth, "Peer Influences on Levels of Occupational and Educational Aspiration," Social Forces, 38:4 (May, 1960), pp. 389-395; and William H. Sewell and A. O. Haller, "Social Status and the Personality Adjustment of the Child," Sociometry, 19:2 (June, 1956), pp. 114-121.

[23] R. G. Williamson and Charles Cole, "Factors in Scholastic Performance: The Behavior Differential," The Personnel and Guidance Journal, XLIV:9 (May, 1966), p. 962-966.

Furthermore, verbalization has been related to aspiration and to the self-concept.[24] Although discussions conducted in one's own dialect become important experiences in the logical and effective presentation of ideas, it is not part of this child's culture to look at feelings and to talk about them excessively. The inability to express himself is the most notable fact about the culturally impoverished student.[25] Because this pupil has often been denied family conversational experiences,[26] his focus, primarily, is upon the immediate, the concrete, the practical, and the necessary.

RATIONALE

These differences account for the fact that teachers and administrators have not been able to communicate with the disadvantaged student nor to bridge the gap between the two cultures. The influence of the school has been relatively weak as contrasted to that influence of peer group and environment.[27] In fact, the precarious pupil-teacher relationship established has been too often destroyed because middle class teachers and supervisors, both Negro and Anglo, have not been trained in the literal translation and usage of lower class verbal and nonverbal communication. It is not uncommon, therefore, for public school educators to become resentful, if not threatened, by the typical behavior of these groups, such as physical aggressive activity and provocative and unconventional language. The conflict and anxiety felt by teachers frequently result in deprecation of the students, and, in turn, the antagonisms provoke an already fearful student to withdraw completely or to become more aggressively hostile. In not being able to communicate with these children or to discipline them, educators have, in consequence, been unable to provide a positive classroom atmosphere in which to educate them.

---

[24] Agatha Townsend, "What Research Says to the Reading Teacher," Reading Teacher, 19:3 (March, 1966), p. 447.

[25] Richard Corbin and Muriel Crosby, op. cit.; and R. G. Taylor, op. cit.

[26] John M. Beck and Richard W. Saxe, Teaching the Culturally Disadvantaged Pupil, (Springfield, Illinois: Charles C. Thomas, 1965).

[27] Walter J. Foley and Warren C. Bonney, "A Developmental Model for Counseling Groups," The Personnel and Guidance Journal, 44:6 (February, 1966), pp. 576-580.

Because the culturally different child cannot obtain self-esteem through the standard avenues established by the public school, he is forced into stress-producing situations which cannot be emotionally tolerated. Nor have the traditional institutions, church, family, and the public school, been able to develop sufficient programs to offset the educational and societal problems caused by the increase in numbers of these youth. Consequently, the welfare of the nation and the mental health of many of its populace, both in and outside of school, are threatened. Of the areas basic to mental hygiene in the educational process, those strategies which might effectively alter interpersonal factors have received, at best, inadequate attention; for these reasons the action program was designed to facilitate the personal adjustment of a hundred pupils as well as to investigate the effects of verbal experiences upon them.

PROCEDURE

In each of the four participating elementary schools, three to six guidance groups were established in October 1967. Two certified counselors, assigned specifically to the elementary schools, conducted the group sessions every 2 weeks for 13 months (October, 1967 through January, 1969). Each session consumed approximately 30 to 50 minutes, and the program activities were initiated by materials such as films, filmstrips, pictures, and problem-completion stories depicting common concerns of children from lower socioeconomic homes.

Sample

Approximately two hundred fourth and fifth grade students were chosen at random from an Elementary and Secondary Education Act, Title I program for the sample. These pupils were enrolled in a consolidated school district covering five towns located in the East Texas Gulf Coast area.

The sample chosen was separated into two groups, control and experimental, which were composed of approximately a hundred students each. The experimental group was divided into smaller groups of 8 to 12 pupils each for the guidance sessions.

Methodology

A review of the literature revealed a lack of research dealing with the group counseling process at the elementary school level.[28] Dinkmayer,[29] Garry,[30] and Wrenn[31] anticipated this need when they warned that counseling with young children may require special techniques. In addition to the lack of program and strategies, the difficulties of the investigation were further intensified in that the population chosen consisted solely of students identified as culturally disadvantaged.

A procedure which was not highly structured nor planned (a practice most often used in the educational learning process) would not, it was felt, subject the developments to contamination. In other words, the cooperating counselors in the pilot project were provided no further instructions than to create or provide a supportive atmosphere which was so accepting that students might verbalize as freely as they desired.

---

[28] Roger F. Aubrey, "The Legitimacy of Elementary School Counseling: Some Unresolved Issues and Conflicts," The Personnel and Guidance Journal, 46 (January, 1967), pp. 355-357.

[29] Don C. Dinkmayer, "A Theory of Child Counseling at the Elementary School Level," Paper presented at the American Personnel and Guidance Association National Convention, San Francisco, April, 1964.

[30] Robert Garry, Guidance Techniques for Elementary Teachers, (Columbus, Ohio: Charles F. Merrill Books, Inc., 1963).

[31] Gilbert C. Wrenn, The Counselor and a Changing World, (Washington, D.C.: The American Personnel and Guidance Association, 1962).

DATA

The data collected on both the experimental and control groups included (1) information taken from a questionnaire concerning demographic data about each student, (2) scores earned on standardized achievement tests, (3) scores earned on a mental abilities test, (4) school attendance records, and (5) teacher-made grades for all subject-matter areas. In addition, attitude measurement was based upon pre- and post-attitude scales marked by the pupils, deportment grades, and a rating chart of pupil behavior marked by classroom teachers prior to and following the group guidance sessions.

So that an evaluation could be obtained of the contributions of the guidance sessions, data collected from the experimental groups at the commencement of the action program were compared to that gathered at the end of the program. Furthermore, those data gathered on both the control and experimental groups were compared.

For the purpose of this report, all data collected from the pilot project (October, 1967 to January, 1968) and the action program which was funded under the auspices of the Hogg Foundation for Mental Health (January, 1968 to January, 1969) have been analyzed and reported.

The report has been presented in four parts. Those data involving the description of the program and an evaluation of the materials used in terms of their success in soliciting student participation and alteration were kept and have been reported in Part II.

Part III involves a description of the population: demographic, scholastic, and personal attitudes as well as teacher perception; and Part IV presents an analysis of the interaction processes of the guidance sessions.

PART II

GUIDANCE TOPICS AND STIMULI

It was felt that the development of a program designed to implement the purposes of the investigation and the group guidance sessions would be one of the most significant contributions of the project. The materials used, a precis of topic content, and summary of their effectiveness have been presented in this section.

Ordinarily of concern and interest to these children, the topics used for group discussions included understanding self, study and work habits, making friends, getting along with others, self-respect, honesty, and family relationships.

The stimulus situations provided were as follows:

1. "New Friends and Good Friends": A girl who recently moved into a neighborhood was rejected because she was "new" and "different". Purpose: The purpose of the filmstrip was to develop the concept that one might have to be aggressive in seeking to be friendly and helpful to those who may be new to one's peer group.

2. "John and Mark": When John fell, he accidentally hit Mark who tore his shirt. A conflict situation developed when Mark accused John of hitting him purposely. Purpose: The problem-situation story was read by the counselor to develop understanding in resolving peer conflicts and misunderstanding through peer discussions.

3. "Friends Everywhere": Janet and Mary were able to make friends with children and adults in their visits to foreign countries even though there were barriers of language and customs. Purpose: The filmstrip was used to promote understanding and acceptance of others different from oneself.

4. "Little Shirley and Dick": Shirley accidentally cut herself and received tender caresses from her mother; but when Dick, her brother, became jealous and stood on his head to get his mother's attention and approval, he received

a scolding. Purpose: The problem-situation story was used to develop the concept that attention-getting behaviors can be acceptable or nonacceptable.

5. "More Than One Friend": Tim, a "one-friend" lad, learned from Jack that making many friends can be gratifying. Purpose: The concept to develop through this filmstrip was that reward accompanies making and keeping many friends, but "one friend" relationships are very limiting.

6. "The Raggedy Elf": When the elf who was miserly and selfish became generous, he found happiness. Purpose: The purpose of the filmstrip was to develop the concept that sharing and giving is self-rewarding.

7. "Share the Ball": A little boy gains possession of a ball from a small girl, but he feels unhappy about his selfishness and even becomes threatened at the approach of a larger boy whom he thinks may take the ball from him. Purpose: The filmstrip was used to develop the concept that sharing can be rewarding.

8. "What Would You Do?": When Johnny's picture was accidentally ruined by a classmate, the entire classroom was disrupted. Purpose: The conflict situation attempted to develop consideration for others and an awareness of how one's actions affect another's reactions.

9. "Bobby and Susan": Susan accidentally broke a window, and she blamed Bobby. Purpose: This story was provided to develop the concept of accepting responsibility for one's actions.

10. "Games of Might Have Been": The advantages and the limitations are given of what "I might have been". Purpose: The recording was used to develop the concept that self-acceptance, with all the personal benefits and restraints is best, after all.

11. "In School": A narrative is given which emphasizes the reasons for acceptable behavior in school. Purpose: The objective of the filmstrip was to develop the concept of self-discipline for acceptable behavior in school and other social settings.

12. "Two to Make Friends": After some initial difficulty, Dick and his dog, Winkie, make a new friend. Purpose: This filmstrip was used to develop the concept that being friendly usually results in others responding in similar ways.

In the attempt to identify the significant stimuli and patterns of responses in the 65 group guidance sessions, a tabulation was made of the magnetic-taped recordings. Table I has provided the stimuli in the order of their presentations. Each group met seven times for counseling sessions; of those for which the number recorded has been less than seven, the sessions were omitted from the total because the sound on the audio or magnetic-taped recordings was too poor for analysis. The next two columns have presented the range of time in minutes used for each guidance session and the average time consumed by each session.

Group responses differed apparently because of individual need structure. Not each group responded the same way to each problem or film stimulus; this in turn affected counselor reactions. The range of time for presenting the stimulus was from 2.5 to 27 minutes. The greatest range in group discussion covered from 15 to 60 minutes, a difference of 45 minutes. The average length, however, was from 20 to 40 minutes.

The last column has provided the rating given each stimulus based upon general pupil reaction. The ratings were judged as (1) Excellent, (2) Good, (3) Fair, or (4) Poor. Each filmstrip, recording, or story was rated on the basis of the following criteria:

1. The pupils identified with the stimulus.
2. The pupils responded readily with verbal comments.
3. A high level of interest was maintained throughout the sessions.
4. Some insight responses were given by pupils.
5. Good rapport was present between the counselor and the pupils.

Table I

GROUP GUIDANCE PROGRAM, LENGTH AND RATING

	Stimuli	Number of Sessions	Range of Time in Minutes	Aver- age Time	General Group Reaction
1.	New Friends and Good Friends	7	14-24	20	1
2.	John and Mark	7	5-34	26	1
3.	Friends Everywhere	4	15-23	20	2
4.	Little Shirley and Dick	7	15-60	31	2
5.	More Than One Friend	5	16-37	27	1
6.	The Raggedy Elf	7	11-56	40	2
7.	Share the Ball	5	20-48	31	2
8.	What Would You Do?	5	19-36	26	1
9.	Bobby and Susan	6	20-54	27	2
10.	Games of Might Have Been	4	19-31	28	2
11.	In School	5	12-47	30	3
12.	Two to Make Friends	3	23-36	27	2

As can be seen, four stimuli were judged as "excellent"; seven, as "good"; one, which pertained to school was judged as "fair"; and none, as poor.

A subjective evaluation of pupil discussions and verbalizations indicated some significant patterns of responses. Descriptive comments of the group reaction have been summarized as follows:

1. These pupils were highly interested in learning more effective ways to make and keep close friends.

2. They were highly interested in learning how to resolve peer conflicts.

3. They were concerned about acceptance-rejection by family and peers.

4. They reacted negatively to group guidance sessions about school.

5. They expressed little interest in abstract concepts of morals or ethics.

6. The boys expressed more feelings of rejection by teachers than did girls.

7. The girls were significantly more mature than the boys in understanding the dynamics of peer conflicts and were much more willing than boys to attempt to resolve conflict situations peacefully.

8. They expressed much admiration for teachers and other school people who showed them acceptance, warmth, and security, even though these school people were often strict and made them work hard in the classroom.

PART III

A DESCRIPTION OF THE PARTICIPANTS: BIOGRAPHIC, DEMOGRAPHIC, AND SCHOLASTIC

Responses on the Teacher Rate Chart and the Biographical Data sheets were transcribed to Digitec standard answer sheets and translated, at that time, to magnetic tape by the Digitec Reader. The program utilized was entitled "Multi-Variable Experimental Package". The specific routine for processing those data collected was the Fortran IV system through the Sigma 7 Computer facilities of the University of Houston Computer Center.

DEMOGRAPHIC DATA

Classroom teachers were requested to rate the students participating in the investigation on a number of items (see Appendix A) so that a description from the teachers' perceptions and school records could be made of the pupils. Table II has provided the number of the sample by age, racial descent, and groups that the teachers rated. Of these numbers, 72 were female and 118 were male.

TABLE II

NUMBER OF SAMPLE BY AGE, RACIAL DESCENT, AND GROUPS

N=190

Ages	Anglo		Mexican		Negro		Totals	
	E[1]	C[2]	E	C	E	C	E	C
7	0	0	0	0	0	1	0	1
8	4	4	1	0	5	1	10	5
9	6	5	5	6	5	11	16	22
10	4	3	10	16	18	22	32	41
11	4	7	13	10	5	6	22	23
12	0	3	7	4	1	0	8	7
13	0	0	2	1	0	0	2	1
Total	18	22	38	37	34	41	90	100

[1] Experimental groups [2] Control groups

16/17 --

Table III has reported those frequencies of the items marked by the classroom teachers on the questionnaire. Entries were classified into eight categories: I. Special Abilities, (containing 18 items), II. School Activities (17 items), III. Nonschool Activities (15 items), IV. Health (11 items), and Illnesses (41 items), V. Ability to Relate to Peers (5 items), VI. Ability to Relate to Teachers (5 items), VII. Classification of Basic Problem (10 items), and VIII. Student Description, which has been subdivided into five general categories: participation in group situations (8 items), relationship to group and teachers (7 items), response to discipline (4 items), responds best to (8 items), and general personality traits (14 items). Those items of the chart that were not marked for any pupil have been omitted from the table.

Special Abilities

Teachers indicated that no special abilities were discernible in 54 percent of the students rated. Although Negro teachers rated Negro youngsters more frequently in this category than other teachers rated their students, school subjects (reading, art, arithmetic, and spelling) accounted for most of the special abilities noted for all pupils. Abilities in sports followed school subjects, with 14 percent frequency count.

School Activities

Music was rated first in category II; this was followed by school-sponsored gymnastics and sports.

Nonschool Activities

Religious and sports activities were rated highest among nonschool enterprises.

Health and Illnesses

None of the students were rated as having "excellent" health, and only one was checked as having "poor" health. The majority of pupils were rated as having "average" to "good" health. In the category "Illnesses", the majority of items were not marked and were, therefore, omitted from the table. As would be expected, the common childhood

TABLE III

TEACHER RATINGS OF EXPERIMENTAL AND CONTROL GROUPS

N=190

	ANGLO Frequency		MEXICAN Frequency		NEGRO Frequency		SUBTOTAL Frequency		TOTAL	
	E N=18	C N=22	E N=38	C N=37	E N=34	C N=41	E N=90	C N=100	Frequency	Percent*
I. Special Abilities										
1. None discernible	8	10	23	20	17	25	48	55	103	54
2. Arithmetic	6	4	1	2	7	4	14	10	24	13
3. Art	3	4	8	7	4	3	15	14	29	15
4. Crafts	4	1	2	0	0	1	6	2	8	4
5. Dancing	0	1	0	1	2	2	2	4	6	3
6. Gymnastics	0	0	0	1	2	1	2	2	4	2
7. Handwriting	4	1	1	6	3	2	8	9	17	9
8. Music	1	1	1	2	4	9	6	12	18	9
9. Reading	7	6	7	7	7	3	21	16	37	19
10. Spelling	1	3	2	3	9	4	12	10	22	12
11. Social Studies	1	0	0	2	1	3	2	5	7	4
12. Science	1	1	1	3	3	3	5	7	12	6
13. Sports	2	2	4	7	8	3	14	12	26	14
14. Creative Writing	0	0	3	2	1	2	4	4	8	4
15. Leadership	1	2	2	2	11	1	14	5	19	10
II. School Activities										
16. None discernible	11	11	13	15	8	7	32	33	65	34

*Decimals have been omitted

TABLE III (Continued)

	ANGLO Frequency		MEXICAN Frequency		NEGRO Frequency		SUBTOTAL Frequency		TOTAL	
	E N=18	C N=22	E N=38	C N=37	E N=34	C N=41	E N=90	C N=100	Frequency	Percent*
17. Art	4	7	22	14	12	18	38	39	77	41
18. Collecting (Coins, etc.)	1	2	0	2	0	0	1	4	5	3
19. Gymnastics	0	0	9	5	3	6	12	11	23	12
20. Music	1	1	14	10	14	27	29	38	67	35
21. Sports	2	3	5	4	4	4	12	11	23	12
22. Library Staff	0	0	1	3	0	0	1	3	4	2
23. Safety Patrol	0	0	1	0	0	1	1	1	2	1
III. Nonschool Activities										
24. None discernible	11	8	21	21	13	16	45	45	90	47
25. Art	0	3	1	0	4	11	5	14	19	10
26. Collecting (Coins, etc.)	0	3	0	2	3	2	3	7	10	5
27. Music	1	1	1	0	6	11	8	12	20	11
28. Sports	0	1	3	3	9	11	12	15	27	14
29. Boy or Girl Scouts	0	4	1	2	4	7	5	13	18	9
30. Church Activities	6	9	11	13	10	17	27	39	66	35
IV. Health										
31. Good	0	6	13	9	14	17	27	32	59	31

*Decimals have been omitted

TABLE III (Continued)

	ANGLO		MEXICAN		NEGRO		SUBTOTAL		TOTAL	
	Frequency		Frequency		Frequency		Frequency		Frequency	Percent*
	E N=18	C N=22	E N=38	C N=37	E N=34	C N=41	E N=90	C N=100		
32. Average	10	5	6	11	9	10	25	26	51	27
33. Poor	0	0	1	0	0	0	1	0	1	0
Illnesses										
34. Unknown	5	1	9	7	3	7	17	8	25	13
35. Adenoids-Tonsils	0	2	0	0	9	8	9	10	19	10
36. Chicken Pox	6	4	6	6	17	19	29	29	58	30
37. Measles	0	9	7	7	18	17	25	23	48	25
38. Mumps	4	7	6	8	1	1	11	16	27	14
39. Pneumonia	0	1	0	0	1	2	1	3	4	2
40. Whooping Cough	0	1	0	0	1	0	1	1	2	1
V. Ability to Relate to Peers										
41. Excellent	0	1	2	1	3	0	5	2	7	4
42. Good	4	5	9	6	12	16	25	27	52	28
43. Average	11	13	22	20	15	18	48	51	99	52
44. Poor	3	3	3	10	3	6	9	19	28	15
VI. Ability to Relate to Teachers										
45. No Information	0	0	0	0	1	0	1	0	1	5
46. Excellent	0	1	0	1	3	1	3	3	6	3
47. Good	4	7	8	6	14	14	26	27	53	27

*Decimals have been omitted

TABLE III (Continued)

	ANGLO Frequency		MEXICAN Frequency		NEGRO Frequency		SUBTOTAL Frequency		TOTAL	
	E N=18	C N=22	E N=38	C N=37	E N=34	C N=41	E N=90	C N=100	Frequency	Percent*
48. Average	11	11	20	17	11	17	42	45	87	46
49. Poor	4	3	8	11	7	8	19	22	41	22
VII. Classification of Basic Problems										
50. Emotional Disturbance	5	6	2	4	4	6	11	16	27	14
51. Social Maladjustment	1	4	2	3	6	9	9	16	25	13
52. Giftedness	1	0	1	0	6	0	2	0	2	1
53. Cultural Deprivation	0	3	17	12	6	5	23	20	43	23
54. Limited Learning Capacity	5	7	8	12	11	11	24	30	54	29
55. Reading Deficiency	9	9	24	23	17	24	50	56	106	56
56. Arithmetic Deficiency	6	2	15	15	14	21	35	38	73	38
57. Underachiever	5	9	10	13	12	11	27	33	60	32
58. Malnutrition	0	0	0	1	1	0	1	1	2	1
59. Normal--Needs Support	5	10	12	5	2	8	19	23	42	22
VIII. Student Description										
A. Participation in Groups										
60. Withdraws	1	3	3	6	5	5	9	14	23	12

*Decimals have been omitted

TABLE III (Continued)

	ANGLO Frequency		MEXICAN Frequency		NEGRO Frequency		SUBTOTAL Frequency		TOTAL	
	E N=18	C N=22	E N=38	C N=37	E N=34	C N=41	E N=90	C N=100	Frequency	Percent*
61. Avoids Attention	1	3	9	2	4	0	14	19	33	17
62. Participates	14	18	25	29	30	31	69	78	147	77
63. Seeks Attention	4	6	5	8	11	13	20	27	47	23
64. Talks Frequently	10	6	11	14	17	26	38	46	84	45
65. Destructive	1	1	3	0	5	10	9	11	20	11
66. Helpful	2	5	7	8	14	17	23	30	53	28
67. Constructive	0	2	0	3	8	5	8	10	18	10
B. Relationship to Group and Teachers										
68. Needs More Control	5	7	10	12	12	15	27	34	61	32
69. Seldom Needs Control	4	3	10	8	10	4	24	15	39	21
70. Needs Some Control	8	7	11	9	10	16	29	32	61	32
71. Ostracized by Group	1	1	1	0	1	4	3	5	8	4
72. Accepted by Group	12	15	31	28	22	26	65	69	134	71
73. Immature	3	4	2	4	3	4	8	12	20	11
74. Ignores Others	0	2	0	1	4	0	4	3	7	4

*Decimals have been omitted

TABLE III (Continued)

	ANGLO Frequency E N=18	ANGLO Frequency C N=22	MEXICAN Frequency E N=38	MEXICAN Frequency C N=37	NEGRO Frequency E N=34	NEGRO Frequency C N=41	SUBTOTAL Frequency E N=90	SUBTOTAL Frequency C N=100	TOTAL Frequency	TOTAL Percent*
C. Response to Discipline										
75. Accepts	14	16	32	36	30	33	76	84	160	85
76. Defiant	1	1	1	0	0	3	2	4	6	3
77. Submissive	2	3	2	0	2	2	6	5	11	6
78. Makes Excuses	3	3	2	1	4	4	9	8	17	9
D. Responds Best to										
79. Deprivation of Privileges	0	1	5	2	0	0	5	3	8	4
80. Reward	2	2	1	3	4	3	7	8	15	8
81. Punishment	4	6	3	5	4	2	11	13	24	13
82. Encouragement	10	11	20	15	18	25	48	41	99	52
83. Urging	1	3	10	8	7	9	18	20	38	20
84. Independent Work	6	2	9	6	4	7	19	15	34	18
85. Personal Help	5	7	13	18	18	21	36	46	82	43
86. Isolation	1	0	0	1	2	2	3	3	3	2
E. General Personality Traits										
87. Depressed	1	1	2	1	1	2	4	4	8	4
88. Timid	4	6	17	16	3	16	24	38	62	33
89. Nervous	7	9	12	6	7	11	26	26	52	27
90. Suspicious	0	1	1	0	0	1	1	2	3	2

*Decimals have been omitted

TABLE III (Continued)

	ANGLO Frequency		MEXICAN Frequency		NEGRO Frequency		SUBTOTAL Frequency		TOTAL	
	E N=18	C N=22	E N=38	C N=37	E N=34	C N=41	E N=90	C N=100	Frequency	Percent*
91. Excitable	3	3	4	4	2	4	9	11	20	11
92. Cruel	1	0	1	0	0	1	2	1	3	2
93. Stubborn	0	2	4	0	6	9	11	11	22	12
94. Shows-off	5	3	5	1	6	7	16	11	27	14
95. Lies	2	2	2	1	4	5	8	8	16	8
96. Cheats	3	2	1	0	0	1	4	3	7	4
97. Steals	0	1	1	0	0	1	1	2	3	2
98. Destructive	2	1	1	0	4	6	7	7	14	7
99. Daydreams	3	8	8	6	7	11	18	25	43	23
100. Impulsive	1	0	0	1	3	5	4	6	10	5

*Decimals have been omitted

diseases, such as chicken pox, measles, and mumps, were indicated on many of the pupils' records.

Ability to Relate to Peers

Eighty percent of the students were rated as "average" to "good" in their abilities to relate to their peer group. It should be noted, however, that 32 percent were rated "good" to "excellent" and 67 percent were rated "poor" to "average" in this category.

Ability to Relate to Teachers

Seventy-three percent of the pupils were rated as "average" to "good" in their abilities to relate to teachers; but 68 percent were classified in the bottom half, "poor" to "average".

Classification of Basic Problem

The primary deficiency noted by the classroom teachers pertained to academic attainment: 56 percent of the pupils were below "average" in reading skills; 38 percent, in arithmetic skills; and 32 percent were described as "underachievers". Of this sample, 29 percent were rated as having limited learning capacities; 23 percent as culturally deprived; and 22 percent as "normal--needs support".

Student Description

Participation in groups.

The majority of the students (77 percent) selected for study were rated as participators in student groups. In contrast to current reports, 45 percent "talk frequently," 23 percent seek attention, and 17 percent avoid attention. It should be noted as well that 28 percent were rated as "helpful" to group work. Twelve percent were marked as "withdraws," and 11 percent as "destructive".

Relationship to group and teachers.

Seventy-one percent of the participants were rated as being accepted by the classroom group members; but 32 percent needed more control than other pupils in the class needed.

Response to discipline.

Teachers rated the majority (85 percent) of the pupils as "accepting discipline".

Responds best to. Fifty-two percent of the pupils were marked as responding best to "encouragement"; 43 percent, as responding best to "personal help"; 20 percent to "urging"; and almost as many (18 percent) to "independent work." "Deprivation of privileges" and "isolation" were low on the list as beneficial responses of teachers.

General personality traits. The teachers rated 33 percent of the students as "timid", 27 percent as "nervous", and 23 percent as "day dreams". A mere 14 percent were marked as "show-offs", 12 percent as "stubborn", and 11 percent as "excitable." Generally speaking, the characteristics listed in this section were negative and were not considered representative of the students participating in the study.

BIOGRAPHIC DATA

At the beginning of the investigation, a five-page questionnaire (see Appendix B) was administered to the sample, both experimental and control groups, for the purpose of soliciting a description of the participants. Table IV has provided the age and racial descent of those students who responded to the questionnaire.

TABLE IV

STUDENTS RESPONDING TO BIOGRAPHIC DATA

N=171

Ages	Anglo		Mexican		Negro		Totals	
	E[1]	C[2]	E	C	E	C	E	C
7	0	0	0	1	0	0	0	1
8	3	4	1	0	1	0	5	4
9	5	3	5	5	6	10	16	18
10	6	2	10	14	17	23	33	39
11	5	5	13	9	6	4	24	18
12	0	3	4	3	1	1	5	7
13	0	0	1	0	0	0	1	0
Total	19	17	34	32	31	38	84	87

[1] Experimental group [2] Control group

The frequency of student responses and the percentage of the responses which were answered affirmatively have been provided in the first two columns of Table V. The questions were classified into five categories: Familial (containing 17 items), Economical (39 items), Educational (39 items), Personal (29 items), and Social (20 items). Forty-six items cut across two or more categories.

The sample reported the following information:

Familial

-Ninety-six percent of the participants are from multi-child families; 61 percent are from homes with more than three siblings.

-Almost one-third of the pupils are the oldest child in the family; 60 percent have younger brothers; 64 percent have younger sisters.

-Eighty-five percent live in homes with both parents; of those who report other circumstances, most say they live with their mothers or guardians, not their fathers.

-One-third of the mothers and 40 percent of the fathers are high school graduates.

-Sixty-nine percent of the families "play" together; three-fourths of the girls and boys share in the activities of their parents.

-Seventy-four percent indicate that the family sits down together daily for a family meal.

-Very few (18 percent) live in houses in which one or more other families live.

Economical

-Only 18 percent of the pupils are driven to school via some vehicle besides the school bus, and a mere 2 percent ride bicycles to school.

TABLE V

STUDENT RESPONSES TO BIOGRAPHIC DATA QUESTIONNAIRE

N=171

Item	Responses YES	Percent*	CATEGORIES Familial	Economical	Educational	Personal	Social
1. Only child in family	7	4	x			x	
2. Older brothers	130	76	x				x
3. Older sisters	110	64	x				x
4. Younger brothers	103	60	x				x
5. Younger sisters	109	64	x				x
6. More than 3 siblings	105	61	x				
7. Lives with both parents	146	85	x			x	
8. Lives with mother	26	15	x				
9. Lives with father	9	5	x				
10. Lives with guardian	22	13	x				x
11. Lives in the country	83	49					x
12. Lives in town	73	43					x
13. Lives 1 mile of school	59	35					x
14. Walks to school	18	10				x	
15. Rides school bus	149	87				x	
16. Rides car to school	30	18		x			
17. Rides bicycle to school	3	2		x			
18. Lived lifetime in community	62	36					x
19. Attended another school	70	41					x
20. Failed in school	90	53			x	x	
21. Mother high school graduate	62	36	x		x	x	
22. Father high school graduate	67	40	x				
23. Mother sometimes works	95	56		x		x	
24. Father's work keeps him from home	63	36		x			
25. Family plays together	119	69	x				

*Decimals have been omitted

TABLE V (Continued)

Item	Responses YES	Responses Percent*	CATEGORIES Familial	Economical	Educational	Personal	Social
26. Activities with mother	129	75	x			x	
27. Activities with father	135	79	x			x	
28. Family eats together	127	74	x			x	
29. Another family lives in home	31	18	x	x			x
30. Has own room	57	33	x	x		x	
31. Daily newspaper	98	58		x			
32. Radio in home	121	71		x			
33. Television in home	106	62		x			
34. Telephone in home	80	47		x			x
35. Refrigerator in home	163	95		x			
36. Washing machine in home	123	72		x			
37. Attended kindergarten	62	36			x		x
38. Member of organization	54	32				x	x
39. Member of athletic team	55	32				x	x
40. Plays musical instrument	52	30			x	x	
41. Attends church/Sunday school	127	74				x	x
42. Attends movies	85	44		x		x	
43. Has been to a zoo	164	96			x	x	
44. Has been to a museum	95	56			x	x	
45. Has been to an aquarium	85	44			x	x	
46. Has been to a planetarium	67	40			x	x	
47. Has been boating	78	46		x		x	
48. Can swim	99	58			x	x	
49. Has maps at home	126	73		x			
50. Can ride horseback	133	78			x	x	
51. Righthanded	144	84				x	

*Decimals have been omitted

TABLE V (Continued)

Item	Responses YES	Responses Percent*	CATEGORIES Familial	Economical	Educational	Personal	Social
52. Can ride a bicycle	166	97			x	x	
53. Has been to Austin	50	29		x	x		
54. Has been to Houston	157	92					x
55. Has been out of state	100	58		x	x		
56. Has ridden a train	29	17		x	x		
57. Has ridden intercity bus	87	48		x	x		
58. Has been to Gulf/Ocean	130	76			x		
59. Has camped out	65	38			x		
60. Stayed at tourist court	42	25		x			
61. Has been fishing	142	83			x		
62. Hunted small animals	109	64			x	x	
63. Hunted fowl	97	57			x	x	
64. Picked cotton	118	69		x	x		
65. Earned money	134	78		x	x	x	
66. Has taken snapshots	161	94		x	x		
67. Had a pet dog	160	93		x	x	x	
68. Had a pet cat	131	72		x	x	x	
69. Had a horse/pony	58	34		x	x		
70. Flowers around home	155	91		x			
71. Has eaten ice cream	169	99		x			
72. Has drunk a milk shake	154	90		x			
73. Has eaten grapefruit	163	95		x			
74. Has eaten pizza	103	60		x			
75. Has eaten blackeyed peas	106	66		x			
76. Has drunk canned soft-drinks	164	96		x			
77. Know the name: Lyndon Johnson	84	49		x			

*Decimals have been omitted

TABLE V (Continued)

Item	Responses		CATEGORIES				
	YES	Percent*	Familial	Economical	Educational	Personal	Social
78. Know the name: "Monkees"	157	92			x		
79. Know the name: Julie Andrews	73	43			x		
80. Know the name: John F. Kennedy	165	97			x		
81. Know the name: Adolph Hitler	36	21			x		
82. Know the name: Robert E. Lee	62	36			x		
83. Know the name: Pancho Villa	76	44			x		
84. Know the name: Willie Mays	119	70			x		
85. Father a skilled laborer	73	43		x			x
86. Father a professional worker	16	9		x			x
87. Father a salesman	9	5		x			x
88. Father a clerical worker	10	6		x			x
89. Father a proprietor	35	20		x			x
90. Father a skilled craftsman	56	33		x			x
91. Family speaks Spanish	73	43			x		x
92. Speaks Spanish	43	25			x		x
93. Family speaks another language	30	18			x		x

*Decimals have been omitted

-Over one-half of the mothers sometimes work outside the home; one-third of the fathers work at a job which necessitates their being away from home most of the week.

-Thirty-three percent of the pupils have rooms to themselves.

-Fifty-eight percent of the families represented receive a daily newspaper, 62 percent have television sets in their homes, and 71 percent have radios at home.

-Although 95 percent have refrigerators and 72 percent have washing machines, less than one-half have telephones.

-Forty-four percent report attending the movies regularly (once a month or more often).

-Almost 50 percent have been camping.

-Less than one-third have been to the state capital, but 92 percent have been to the city of Houston and 58 percent have been out of the state.

-Travel by bus was indicated by 47 percent of the respondents; by train, 17 percent of the participants; but only one-fourth have ever stayed in a motel or tourist court.

-Sixty-nine percent have picked cotton, and 78 percent have earned money of their own.

-Ninety-four percent have used a camera to take pictures; as many have a pet; and 34 percent have, at sometime, owned a horse or a pony.

-Almost all (90 percent and above) have eaten ice cream and grapefruit and have drunk a malted milk and canned soft drinks.

-Forty-seven percent of the main family wage earners are semi-skilled workers; 33 percent are skilled laborers; 20 percent own farms, 9 percent are professional people; and 5 percent are salesclerks or office workers.

Educational

-Over fity percent of the participants have failed a grade in school.

-Thirty-six percent had attended kindergarten.

-Thirty percent play a musical instrument.

-Ninety-six percent have been to the zoo, 56 percent to a museum, 44 percent to an aquarium, and 40 percent to a planetarium.

-Fifty-eight percent know how to swim and 78 percent know how to ride horseback.

-Almost all (97 percent) know how to ride a bicycle.

-Seventy-six percent have seen the Gulf of Mexico or one of the oceans.

-Thirty-eight percent have camped out at night, 83 percent have been fishing, 64 percent have hunted for small animals, and 57 percent have hunted birds.

-While less than one-half knew the name of Lyndon Johnson and less than one-fourth knew the name of Adolph Hitler, 57 percent recognized the name of Robert E. Lee and 97 percent knew the identity of John F. Kennedy.

-Ninety-two percent stated they knew who the Monkees were, but only 43 percent recognized Julie Andrews' name.

-Seventy percent knew the name Willie Mays; and 44 percent, Pancho Villa.

-Forty-three percent have family members who speak Spanish more easily than they speak English, 25 percent of the respondents indicated the same about their own language ability, and 18 percent reported the use of some other language than Spanish in the home.

Personal

-Most of the children live with their natural parents; three-fourths participate in activities, such as hobbies and household chores with a parent; and 56 percent have working mothers.

-Seventy-four percent have at least one meal daily as a family unit.

-Thirty-three percent have their own rooms.

-Eighty-seven percent ride the school bus and only 10 percent walk to school.

-Thirty-two percent have been a member of an organization, such as scouts, and as many have participated in a school-sponsored sport activity.

-Three-fourths attend some religious services regularly (once a month or more often).

-Forty percent or above have varied educational experiences, such as attending the movies and going to a zoo, museum, aquarium, and planetarium.

-Forty-six percent or more have been boating and can swim.

-Seventy-eight percent or more can ride horseback or a bicycle.

-Eighty-four percent write with their right hands.

Social

-The majority of the respondents indicated that they are members of multi-child families, and more than 60 percent have younger and older siblings.

-Almost one-half live in the country or away from the town where they attend school; however, 35 percent live within a mile of the school they attend.

-Verifying, in part, the transient nature of the life style represented, only 36 percent report that they had lived their entire lives in the community where they currently attend school, and 41 percent said that they had attended schools in another town.

-Thirty-two percent belong to an organization, such as scouts, and as many participate in school sport activities; three-fourths attend church services.

-Almost one-half of the participants come from bilingual homes, specifically Spanish; and one-fourth of the sample speak Spanish more easily than they speak English.

The 25 variables utilized for the investigation were processed on the Sigma 7 Computer through the facilities of the University of Houston Computer Center. The specific routine for processing those data collected was the Fortran IV system. This routine provided means and standard deviations for the variables and tables of intercorrelations among all variables.

STUDENT PERCEPTION

All students participating in the study were requested to respond to "Rating Chart #4" which contains 64 items concerned with attitudes toward self and others. Students were requested to circle one of five choices (see Appendix C). Thirty-six of the entries pertained to student self-perception, and 28 to student perceptions of others.

The alternatives were weighted 5, 4, 3, 2, and 1 (from True of Myself-5, to Not at all True of Myself-1) for the positive attitude statements. Student responses were transcribed to Digitec standard answer sheets by weighted points. In other words, the weights were reversed for the unfavorable or negative attitude statements. Higher scores, therefore, indicated the most positive perceptions toward self and others. The answer sheets were translated by the Digitec Scanner to magnetic tape. Using a punch program, data were then transferred to computer cards which served as input.

Table VI has provided all data obtained from the student rating scale by racial descent, sex, and groups. In all, the sample, both experimental and control groups, indicates slightly less than "average" (3.00) scores in perception of self and slightly higher than "average" scores in perception of others. From these data it can only be stated that the change in perception, if any, was not significant as measured by the instrument used. Further investigation would be required to determine if group counseling does result, in fact, in participants formulating more accurate perceptions of themselves and/or are more able because of reduced anxiety to admit to others those aspects of themselves of which they are acutely aware but reluctant to admit to others. For further study, these data were analyzed by racial descent, sex, subtests, and groups.

Racial Descent

Table VII has shown by racial descent the means of the personal rating scale. The Negro selected to participate in the guidance sessions showed a higher perception of self score than did the other two racial groups. After the guidance activities, however, their mean score decreased. In the control group, only the Anglo showed much of an increase in the mean scores.

In the perception of others score, the Negro in the experimental group showed an increase; but a decrease or no appreciable difference was found in the scores of the control groups. The total rating score bears out only slight gains in the mean scores of the Anglos and Negroes who participated in the guidance sessions. Whereas some decrease was demonstrated in the mean scores earned by the Mexican in the experimental group, the mean scores for them in the control group also declined.

Sex

Table VIII has presented the means of both the experimental and control groups by sex. The mean scores of the females decreased in both subtests. Males, experimental or control groups, showed no loss on posttest scores. From an analysis of the mean scores by sex, any gain or loss appears unrelated to the group guidance sessions.

TABLE VI

MEAN SCORES OF STUDENT RATING SCALE BY GROUP, RACE, AND SEX

Race	Group Sex	Number	Perception of Self E[2]	 C[3]	Number	Perception of Others E	 C	Perceptions Total Score[1] E	 C
ANGLO	Pretest								
	Male	(12)	2.80	2.90	(8)	3.03	2.97	2.86	2.94
	Female	(4)	2.91	2.59	(3)	3.20	2.87	3.06	2.73
	Posttest								
	Male		3.06	3.10		3.03	3.05	3.04	3.08
	Female		2.89	2.56		3.13	2.56	3.01	2.56
MEXICAN	Pretest								
	Male	(16)	2.91	2.95	(15)	3.15	2.96	3.02	2.85
	Female	(11)	2.78	2.96	(12)	2.97	3.12	2.88	3.04
	Posttest								
	Male		2.97	3.01		3.01	2.93	2.99	2.97
	Female		2.72	2.93		2.74	2.98	2.73	2.94
NEGRO	Pretest								
	Male	(19)	2.96	3.05	(18)	2.78	3.04	2.87	3.05
	Female	(15)	3.24	3.20	(8)	3.17	3.28	3.21	3.24
	Posttest								
	Male		2.90	3.08		3.00	3.04	3.00	3.06
	Female		3.00	3.04		3.29	3.14	3.14	3.10

[1] Arithmetic mean score
[2] Experimental group N=77
[3] Control group N=64

Table VII

MEAN SCORES OF STUDENT RATING SCALE BY RACIAL DESCENT

Race	Perceptions of Self		Perception of Others		Perceptions Total Score[1]	
	E[2]	C[3]	E	C	E	C
Anglo	N=16	N=11				
Pretest	2.83	2.81	3.07	2.94	2.95	2.88
Posttest	3.01	2.95	3.06	2.98	3.04	2.96
Mexican	N=27	N=27				
Pretest	2.85	2.95	3.07	3.03	2.96	2.99
Posttest	2.86	2.97	2.90	2.96	2.88	2.96
Negro	N=34	N=26				
Pretest	3.08	3.10	2.95	3.11	3.02	3.10
Posttest	2.94	3.07	3.13	3.07	3.04	3.07

[1] Arithmetic mean score [2] Experimental group, N=77

[3] Control group, N=64

Table VIII

MEAN SCORES OF THE STUDENT RATING SCALE BY SEX

Sex	Perceptions of Self		Perception of Others		Perceptions Total Score[1]	
	E[2]	C[3]	E	C	E	C
Male	N=47	N=41				
Pretest	2.89	2.97	2.96	3.02	2.92	2.99
Posttest	2.89	3.06	3.01	3.01	2.95	3.04
Female	N=30	N=23				
Pretest	2.98	2.92	3.11	3.09	3.04	3.00
Posttest	2.87	2.84	3.05	2.89	2.96	2.86

[1] Arithmetic mean score [2] Experimental group, N=77

[3] Control group, N=64

These facts are borne out in the rating scale total mean scores. The scores earned by males increased, but no significant difference was found between males in the control and experimental groups. The mean scores of the females decreased, but those within the guidance groups decreased less. Speculation of the difference in the mean scores by sex in both the experimental and control groups leads one to consider the developmental tasks of each. What factors are accountable for the decrease in the perception scores of this aged female who has been categorized as culturally different?

Subtests

Table IX has given the student mean scores by the subtests found in the rating scale. A comparison of the scores on (1) perception of self and (2) perception of others revealed no significant difference at the .01 or .05 level of confidence between pre- and posttest scores by racial descent, sex, or groups. The Negro male's mean score of perception of others was higher at the .10 level of confidence than his mean score of perception of self. In other words, this child's perception of self score, following the group guidance activities, was less high than his perception of others score.

To show the change, if any, of the mean scores earned after the group guidance sessions, Table X revealed that the Negro male's mean score on the perception of others posttest was higher than the pretest score at the .10 level of confidence. Studies concerned with the effects of desegregation upon Negro children have reported similar findings; therefore, it can be concluded that the difference found between the experimental and control groups may be due to an accelerative aspect of the group guidance experience.

Groups

For further clarification, Table XI has provided the mean scores for the pretest and posttest rating scales by groups. No significant differences can be found in the pre- and post-mean scores of the experimental groups, but slight decreases can be seen in the perception of others score of the control group. While data revealed no significant differences between groups, they did reveal significant differences for certain experimental subjects in their perceptions of self and others. Counselors felt that their children had improved in their adjustment to function as members in a group and to verbalize their support of peers. Because the results of the statistical analysis were disappointing, Part IV has provided another analysis of the personal reactions.

TABLE IX

MEAN SCORES OF STUDENT RATING SCALE BY SCALE SUBTESTS

Students	PRETEST Perception of Self	PRETEST Perception of Others	POSTTEST Perception of Self	POSTTEST Perception of Others
EXPERIMENTAL (77)				
Anglo (12)	2.80	3.03	3.06	3.03
Male (12)	2.80	3.03	3.06	3.03
Female (4)	2.91	3.20	2.89	3.13
Mexican				
Male (16)	2.91	3.15	2.97	3.01
Female (11)	2.78	2.97	2.72	2.74
Negro				
Male (19)	2.96	2.78	2.90	3.00*
Female (15)	3.24	3.17	3.00	3.29
CONTROL (64)				
Anglo				
Male (8)	2.90	2.97	3.10	3.05
Female (3)	2.59	2.87	2.56	2.56
Mexican				
Male (15)	2.95	2.96	3.01	2.93
Female (12)	2.96	3.12	2.93	2.98
Negro				
Male (18)	3.05	3.04	3.08	3.04
Female (8)	3.20	3.28	3.04	3.14

*Significant at the .10 level of confidence.

TABLE X

PRETEST AND POSTTEST MEAN SCORES OF STUDENT RATING SCALE BY SCALE SUBTESTS

Students	Perception of Self		Perception of Others	
	Pretest	Posttest	Pretest	Posttest
EXPERIMENTAL (77)				
Anglo				
Male (12)	2.80	3.06	3.03	3.03
Female (4)	2.91	2.89	3.20	3.13
Mexican				
Male (16)	2.91	2.97	3.15	3.01
Female (11)	2.78	2.72	2.97	2.74
Negro				
Male (19)	2.96	2.90	2.78	3.00*
Female (15)	3.24	3.00	3.17	3.29
CONTROL (64)				
Anglo				
Male (8)	2.90	3.10	2.97	3.05
Female (3)	2.59	2.56	2.87	2.56
Mexican				
Male (15)	2.95	3.01	2.96	2.93
Female (12)	2.96	2.93	3.12	2.98
Negro				
Male (18	3.05	3.08	3.04	3.04
Female (8)	3.20	3.04	3.28	3.14

*Significant at the .10 level of confidence.

TABLE XI

MEAN SCORES OF STUDENT RATING SCALE BY GROUPS

Group	Perception of Self		Perception of Others		Perceptions Total Score[1]	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental N=77	2.95	2.93	3.02	3.03	2.98	2.98
Control N=64	2.99	3.01	3.06	2.99	3.02	3.00

[1] Arithmetic mean score

SCHOLASTIC DATA

The sample, approximately 200 pupils, came from the Title I program in the cooperating consolidated school district. Because of the variables limiting the students chosen, there was little way to balance the students demographically. Of the students selected, by using a table of random numbers, the ratio for the male and female participants was almost 7 to 4 (127 males, 68 females). Racially, the students were predominantly Mexican and Negro (79 and 77 students, respectively, or 80 percent of the sample); this fact is comprehensible in that the students were chosen on the basis of Title I prerequisites.

The mean score of the grade placement was 4 years and 2 to 3 months. The majority of the students were between 9 and 11 years of age. The mean score of the children's ages was 10.03 for the experimental group, and 9.95 for the control group. In chronological order, the percentage of each age represented has been given in Table XII.

Means and Standard Deviations

The means and standard deviations for the variables considered in the investigation, Table XIII, reveal a fairly consistent picture of the typical "culturally different" child. A consideration of school attendance shows that the mean scores of student absences show a decrease (8.26 to 7.75) in the number of days absent for the experimental groups.

TABLE XII

AGE AND RACE DISTRIBUTION

N=195

Age	White	Mexican	Negro	Percent*
8	7	1	6	7
9	10	11	20	21
10	8	30	40	39
11	11	25	9	22
12	3	10	2	8
13	0	2	0	3
Total	39	79	77	100

*Decimals have been omitted

TABLE XIII

MEANS AND STANDARD DEVIATIONS OF DEMOGRAPHIC DATA FOR EXPERIMENTAL GROUP

Data	Pretest 1966-1967 Means	S.D.	Posttest 1967-1968 Means	S.D.
Absences	8.26	9.21	7.75	7.92
English Grade (GPA)	3.03	1.03	3.25	.76
Mathematics Grade (GPA)	2.90	1.06	3.03	.99
California Reading Test	39.22	6.98	38.79	9.14
California Language Arts Test	42.88	6.81	40.08*	11.83
Stanford Arithmetic Test	3.98	1.05	4.14	.93
Conduct Grade (GPA)	4.00	.83	3.58	.86
Concept of Self	2.94	.45	2.93	.47
Concept of Others	3.01	.39	3.03	.49

*Significant at the .01 level of confidence

Grade point averages were converted to a five-point scale: A(93-100)=5; B(85-92)=4; C(77-84)=3; D(70-76)=2; and F(70-0)=1. The mean scores of teacher-made grades in English showed an increase from 3.03 in 1966-67 to 3.25 in 1967-68. An increase can also be seen in the mean score of teacher-made grades in mathematics, from 2.90 (1966-67) to 3.03 (1967-68).

Standardized test scores were taken from the _California Achievement Test Battery_, _Elementary Form-W_, _Reading Subtest and Language Subtest_, which was administered in April, 1967, and April, 1968. Both mean scores are based upon the standard scores taken from the test manual, and both mean scores decreased. The decrease in the language arts (1967-68) mean score was significant at the .01 level of confidence. The arithmetic subtest of the _Stanford Achievement Test Battery_, _Form-W_, _Intermediate_, was administered in April, 1967, and again in April, 1968. The gain found in the mean score was accompanied by a smaller standard deviation score.

Conduct grade points dropped from 4.00 (B) to 3.58 (C). This drop in the mean score was expected by the investigators in that by mid-year of 1967 (the first academic year of the group guidance sessions), feedback from the teachers indicated that members participating in the group counseling sessions were talking more in class. Students were verbally participating more in classroom activities, and, in addition, they were more freely talking among themselves. Although the individual behavior manifestations were less withdrawn, submissive, timid, and/or depressed, the verbalization change was interpreted as more disruptive, than constructive, by several teachers. In other words, pupils may have been showing growth as seen in their increased assertiveness and independence, yet, their behavior may have been judged as negative by classroom teachers. Furthermore, if a failure to understand changes in behavior was communicated by the teacher to the student, it would create feelings of rejection in the pupil, which, in turn, would result in increased hostility toward the teacher.

The attitude scales showed no appreciable change; it should be noted, however, that the mean score on the concept of others scale was higher than that of the mean scores on the concept of self scale.

So that a comparison of the experimental and control groups can be made, Table XIV has given the mean scores of both for all variables included in the study. A review of the data indicates that the experimental group was slightly older, but grade placement and intelligence quotient scores for the groups were very close. The difference in the absences of the two groups in 1966-67 was significant at the .01 level of confidence. Absences decreased the next year for those participating in the study, but they increased for the control group.

TABLE XIV

DEMOGRAPHIC DATA: PRE AND POST MEAN SCORES OF SAMPLE

Data	Mean Scores Pretest 1966-1967		Mean Scores Posttest 1967-1968	
	E[1]	C[2]	E[1]	C[2]
Age	10.03	9.95	---	---
Grade	4.30	4.19	---	---
Intelligence Quotient	84.44	84.39	---	---
Absences	8.26	10.06*	7.75	10.81*
English Grade (GPA)	3.03	2.98	3.25	3.19
Mathematics Grade (GPA)	2.90	2.86	3.03	3.12
California Reading Test	39.22	39.58	38.79	38.30
California Language Arts Test	42.88**	41.94	40.08*	38.16
Stanford Arithmetic Test	3.98	4.05	4.14	4.35
Conduct Grade (GPA)	4.00	3.81	3.58	4.59
Concept of Self	2.94	3.00	2.93	3.01
Concept of Others	3.01	3.06	3.03	2.99

*Significant at the .01 level of confidence
**Significant at the .05 level of confidence
[1] Experimental groups, N=77
[2] Control groups, N=64

The mean scores of the teacher-made grades were fairly uniform; the means ranged from the low of 2.86 to the high of 3.25, a difference of .39. An increase in teacher-made English grades was found in both groups, but the experimental group showed a larger gain.

Both mean scores increased in teacher-made mathematic grades; but, in this instance, the control group showed the greatest increase.

The mean scores of the standardized tests in reading and language arts showed the greatest change. Means ranged from the low of 38.16 to the high of 42.88, a difference of 4.72, significant at the .01 level of confidence. Too, there was a decrease for the entire sample. No explanation can be made of this decrease. The mean scores of the standardized arithmetic test increased for both the experimental and control groups.

The conduct grade mean scores of both groups decreased for the academic year 1967-68, which causes one to consider the developmental tasks faced by youngsters of this age. The higher conduct grade (1966-67) for the experimental group brings to mind questions raised about the criteria used by teachers for determining student deportment grades. In other words, the increased assertiveness and independence in students may not have been recognized by the teachers as indication of growth. If the group guidance sessions were not a contributing factor to the behavior alteration of the experimental group, to what extent does the relationship between age and pupil attitude affect the direction of school behavior?

Very interesting, as well, are the mean scores of the student attitude scales. Although fairly uniform (2.93 to 3.06), the mean scores of the control group were higher than those of the experimental group. Of the pre-post mean scores, no appreciable difference was found, but the mean score of the concept of others scale for the control group decreased from 3.06 to 2.99.

Correlational Studies

A correlation of the data gathered for these for these groups was made in order to identify measurable changes, if any, due to group guidance experiences. While the tables of intercorrelations resulting from the runs are contained in Appendix D and Appendix E, Tables XV through XVIII have presented the intercorrelations among the variables collected for the sample in the study.

Table XV has provided the intercorrelations among the number of absences, teacher grades, standardized test scores, and attitude scale scores for the experimental group prior to the guidance sessions. Table XVI has given the same data for the control group. The highest correlations of coefficients for both groups (.74 for the experimental and .83 for the control group) were achieved within the standardized test scores of reading and language arts. For both groups, next highest were the correlations within teacher-made grades, English and mathematics. The third highest correlation of coefficients was between variables 8 and 9 (concept of self and concept of others). Correlation of coefficients between teacher-made grades in mathematics and the standardized arithmetic test scores was .42 for the experimental group and .38 for the control group.

There appears to be a positive correlation between the concept scales and all other variables for the experimental group; and, for the experimental group, the intercorrelation for variable 9 was higher in teacher-made grades, English and mathematics.

Table XVII and Table XVIII have shown those intercorrelations amoung all variables for both groups following the guidance sessions provided for the experimental group. The highest correlations of coefficients for both groups were altered. In the experimental group the highest correlations of coefficients were between teacher-made grades in English and mathematics (.71) and concept of self and concept of others (.70). In the control group no correlation of coefficient was as high: the highest correlation of coefficient (.63) achieved for the control group was between the standardized reading and language arts test scores. It should be noted, however, that the correlations of coefficients decreased almost 20 points on the post data for both groups. Those between teacher-made English and mathematic grades and mathematic grades and Stanford Arithmetic Test scores were .54 each for the control group. The correlation of coefficient increased for both groups on the standardized arithmetic test scores; but, more so for the experimental group.

The lowest correlation of coefficient found on post data for the experimental group involved absences and standardized language arts test scores. It stands to reason that

TABLE XV

CORRELATION COEFFICIENTS OF PRE DATA* FOR EXPERIMENTAL GROUP

N=77

Variables (1966-1967)	1	2	3	4	5	6	7	8	9
1. Absentees		-12	-25	06	-08	-15	05	02	03
2. English Grades			64	13	17	34	12	01	20
3. Mathematic Grades				10	14	42	26	00	25
4. California Reading Test					74	01	-15	09	02
5. California Language Arts Test						08	-01	04	07
6. Stanford Arithmetic Test							15	05	23
7. Conduct Grades								03	12
8. Concept of Self									56
9. Concept of Others									

*Decimals have been ommitted.

TABLE XVI

CORRELATION COEFFICIENTS OF PRE DATA* FOR CONTROL GROUP
N=64

Variables (1966-1967)	1	2	3	4	5	6	7	8	9
1. Absences		-14	-40	15	16	-07	00	04	-08
2. English Grades			67	-06	-13	25	15	03	00
3. Mathematic Grades				-15	-22	38	01	10	05
4. California Reading Test					83	-10	32	10	01
5. California Language Arts Test						-18	31	17	03
6. Stanford Arithmetic Test							04	-01	12
7. Conduct Grades								14	14
8. Concept of Self									50
9. Concept of Others									

*Decimals have been omitted

TABLE XVII

CORRELATION COEFFICIENTS OF POST DATA* FOR EXPERIMENTAL GROUP

N=77

Variables (1967-1968)	1	2	3	4	5	6	7	8	9
1. Absences		-34	-30	-11	01	-17	17	14	09
2. English Grades			71	44	45	39	22	11	15
3. Mathematic Grades				47	29	45	21	01	05
4. California Reading Test					53	33	25	20	19
5. California Language Arts Test						28	21	19	20
6. Stanford Arithmetic Test							24	01	03
7. Conduct Grades								00	03
8. Concept of Self									70
9. Concept of Others									

*Decimals have been omitted.

TABLE XVIII

CORRELATION COEFFICIENTS OF POST DATA* FOR CONTROL GROUP
N=64

Variables (1967-1968)	1	2	3	4	5	6	7	8	9
1. Absences		-12	-39	27	24	-27	-02	-11	-20
2. English Grades			54	37	17	27	50	11	25
3. Mathematic Grades				12	11	54	49	24	18
4. California Reading Test					63	12	23	17	12
5. California Language Arts Test						10	02	20	22
6. Stanford Arithmetic Test							20	25	07
7. Conduct Grades								04	09
8. Concept of Self									53
9. Concept of Others									

*Decimals have been omitted

the number of days absent relates negatively to the amount of information in school one might learn which is measured by standardized testing instruments.

A review of the pre-post data collected for the experimental and control groups (Tables XV-XVIII) reveals that intercorrelations were higher for post teacher-made grades in English and mathematics and standardized arithmetic test scores. Post-data correlation of coefficients between variable 8 (concept of self) and the first five variables increased for the experimental group. Correlations of coefficients for the experimental and control groups show a gain among variables 8 and 9 (concept of self and others), but an increase of .14 points, rather than .03, is found with the experimental group.

An analysis of Tables XV and XVII, which have shown pre-post data collected for the experimental group, reveals that intercorrelations among teacher-made grades in English and mathematics increased for variables 4, 5, and 6 (standardized test scores). All intercorrelations increased among conduct grades and other variables (excluding teacher-made grades in mathematics). In addition, intercorrelations increased among concept of self and number of absences, grades in English and mathematics, and the standardized reading and language arts scores. Concept of self correlated highest with concept of others, but intercorrelations among concept of others and variables 2, 3, 6, and 7 (teacher-made grades, standardized arithmetic test scores, and conduct grades) decreased.

In all, the correlations of coefficients for the experimental and control groups increased among teacher grades and standardized test scores, but the experimental group showed higher positive correlations on post data.

Table XIX has provided the pre-post correlation coefficients for six variables studied. Negative correlations of coefficients were found between the number of days absent and all other variables, and these increased with the exception of one variable, the standardized language arts test scores. The intercorrelations among the number of days absent and all other variables were more positively correlated on the post data collected for the control group.

In each instance, the correlations of coefficients of the experimental group post data were increased between variable 2 (English grades) and all other variables; but post correlations of coefficients between variable 2 and all other variables decreased for the control group.

TABLE XIX

CORRELATION COEFFICIENTS OF PRE-POST ABSENCES, TEACHER-MADE GRADES, AND STANDARDIZED TEST SCORES: EXPERIMENTAL GROUP*

Variables	Pre$_2$Post		Pre$_3$Post		Pre$_4$Post		Pre$_5$Post		Pre$_6$Post	
1.Absences	-12	-34	-25	-30	06	-11	-08	01	-15	-17
2.English Grades			64	71	13	44	17	45	34	39
3.Mathematic Grades					10	47	14	29	42	45
4.California Reading Test							74	53	01	33
5.California Language Arts Tests									08	28
6.Stanford Arithmetic Test										

*Decimals have been omitted

Both groups showed higher correlations of coefficients for mathematic grades, but correlations of coefficients were higher among the variables except for the Stanford Arithmetic Test for the experimental group.

A review of the four variables provided in Table XX reveals that correlations of coefficients among the number of days absent and variables 2, 3, and 4 (conduct grades and concept scores) ranged from .02 (absences in 1966-67 and concept of self, 1966-67) to .17 (absences in 1967-68 and conduct grades, 1967-68).

With the exception of conduct grades, the intercorrelations among variables for the experimental group increased, and furthermore, the intercorrelations decreased for the control group, with the exception of variable 4 (concept of others).

TABLE XX

CORRELATION COEFFICIENTS OF PRE-POST ABSENCES, CONDUCT GRADES, AND CONCEPT SCALES: EXPERIMENTAL GROUP*

Variables	2		3		4	
	Pre	Post	Pre	Post	Pre	Post
1. Absences	05	17	02	14	13	09
2. Conduct Grades			03	00	12	03
3. Concept of Self					56	70
4. Concept of Others						

*Decimals have been omitted.

A study[1] involving underachieving, gifted adolescents uncovered that the occurrence of growth in acceptance of self and others was accompanied by poorer achievement. In fact, the counseled students academic performance as measured by teacher-grade point averages demonstrated no significant changes during the year in which the counseling took place, nor in the year following. However, follow-up data revealed substantial but not statistically significant improvement in group mean grade-point averages between the first and third years.

Although the improvement in this study was not significant when compared to the control group who were participating in an enrichment program, the mean scores indicated more positive academic performance for the experimental subjects. The investigators concluded, therefore, that the group counseling program was a success and that an additional evaluation of the participants would be feasible after the termination of the group counseling in terms of teacher-made grades, conduct marks, and standardized achievement test scores.

---

[1] John Broedel, Merle Ohlsen, and Fred Proff. The Effects of Group Counseling on Gifted Adolescent Underachievers, mimeographed, (Urbana: University of Illinois, 1958), pp. 13-14.

PART IV

STUDENT VERBALIZATION AND GROUP INTERACTION

All group guidance sessions were recorded via magnetic or video-tape so that an analysis could be made of the interaction processes. It was hoped that this approach would serve at least two goals: (1) certified counselors untrained in the experience would be less threatened, and (2) methodologies which resulted in or failed to produce more positive reaction (verbal and/or nonverbal) could be identified.

Data regarding the interaction of students engaged in group counseling projects can be analyzed by using process analysis scales such as those developed by Bales, Flanders, Brodel, Olson, Proff, and Southard. A modified form of the Flanders[1] scale was used for coding data collected from the 65 group guidance sessions herein reported. The categories and definitions of terms used (see Appendix F) served as guidelines for evaluating counselor-client interaction process.

Of the 14 categories used for the analysis of the verbal interaction process, the first 6 categories have been classified as counselor talk which frees the student, such as acceptance, praise, encouragement, or questioning. These responses are frequently referred to as "indirect" influence areas. Counselor talk which restricted or prohibited student response has been referred to as "direct" influence and has been categorized into five areas (categories 7-11), such as counselor statements, opinions, commands, directions, rejection, and criticism.

Categories 12 and 13 have been used to classify student talk: 12 - student response to counselor-initiated talk, 13 - student verbal contribution which was self-initiated or initiated by another student. Category 14 has been utilized for classifying those moments in which there was a complete lack of verbal interaction, a period of confusion (too much verbal communication for proper analysis), or silence.

---

[1] Ned A. Flanders and Edmund J. Amidon, The Role of the Teacher in the Classroom: Manual for Understanding and Improving Teacher Classroom Behavior (Minneapolis: The Association for Productive Teaching, Inc., 1967), pp. 31-51.

VERBALIZATION

Every 3 seconds the observer tallied the verbalization by the categories provided for the purpose of identifying the communication in the group guidance sessions. Table XXI has provided the total number of verbal count and the percentage for each category. The highest number of verbal behavior count was in the area identified as "student talk": 12,693 tallies or 61.12 percent of the total count. Of this area, category 12 (student response to counselor question and/or talk) ranks first in frequency: 6,402 tallies or 30.83 percent of the verbalization for the 65 group guidance sessions analyzed. Category 13 (student-initiated talk) was second in frequency - 6,291 tallies or 30.29 percent of the total count. Category 6 (counselor questions) which demands a verbal response concerning content or procedure from students ranked third highest (20.37 percent) of the verbal communication. The fourth category in frequency was number 14 (silence or confusion) which consumed 6.84 percent of the total count.

Counselor indirect influence (categories 1-6) exceeded counselor direct influence (categories 7-11), 25.65 percent to 6.37 percent, respectively. Of direct counselor talk, statements of fact or opinion and giving directions (categories 7 and 8) exceeded other means of prohibiting student responses. Of all tallies made, in fact, only ten responses (four-hundredths of one percent) were classified as rejective. In the light of these computations it appears that the counselors were more indirect than direct in their approach, although they asked more questions (demanding content from students) than might be feasible.

INTERACTION PROCESS ANALYSIS

Because peer responses seemed to be related to the counselor's technique, an analysis of the interaction processes

TABLE XXI

TOTAL TABULATION OF VERBALIZATION BY CATEGORIES

	Category	Total Count	Percent	
COUNSELOR TALK	1	15	.07	Indirect Influence (frees student)
	2	35	.17	
	3	470	2.26	
	4	390	1.88	
	5	187	.90	
	6	4,230	20.37	
	Sub-total	5,327	25.65	
	7	763	3.67	Direct Influence (prohibits student)
	8	553	2.66	
	9	7	.03	
	10	1		
	11	2	.01	
	Sub-total	1,326	6.37	
STUDENT TALK	12	6,402	30.83	
	13	6,291	30.29	
	Sub-total	12,693	61.12	
SILENCE	14	1,412	6.84	
	Total	20,758	100.00	

was tabulated for the purpose of identifying cause and effect relationships. In order to identify the characteristic behaviors, the tallies were placed by pairs on a matrix. In other words, rather than to look at single categories, such as how many _6_'s, _5_'s, _11_'s, _12_'s, etc., to look at how many _6_'s (questions) were followed by _12_'s (student response), or to look at how many _13_'s (student-initiated talk) were succeeded by _4_'s (counselor acceptance) might help identify conditions warranting change, evaluation, experimentation, or observation. In addition, answers can sometimes be given to questions, such as, "When do pupils talk?", "What kinds of counselor responses are most effective?", etc.

The matrix is based upon the assumption that the first number of the pair was the stimulus; the second number, the response. For example, a category number 6 followed by a category number 12 would be paired and tallied as 6-12 by first locating the 6 down the left-hand side of the matrix and placing a mark (tally) in column 12. This is called the 6-12 cell. All 6-12 combinations would, thereby, be tallied in that cell. From this kind of tabulation a pattern of the sequence of the verbal interaction process can be determined.

Table XXII has presented the matrix of those data tabulated from the 65 group guidance sessions. The most numerous responses was cell 13-13 (student initiated talk) with 1,658 tallies, followed by pupil discussion (1,596 tallies, cell 12-12). This area (student talk) constituted a total of 3,489 tallies or 39.18 percent of the total count of the verbal interaction.

Counselor questions (category number 6) followed by student response (category number 12, or the 6-12 cell) was third in frequency with 1,312 tallies. In fact, the area of student talk (categories 12 and 13) succeeding counselor indirect influence (categories 1-6) accounts for 17.37 percent of total interaction process while only 1.64 percent of student response followed counselor direct influence (categories 7-11). This seems to verify the restricting influence of counselor statements, opinions, correction, and/or criticism.

Fourth in frequency pertained to counselor reaction to student response (1,402 tallies or 15.74 percent in the student

TABLE XXII

INTERACTION PROCESS ANALYSIS OF SIXTY-FIVE GROUP GUIDANCE SESSIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1						2						1547	17.37%	134 1.5%	
2		6	1	581	6.52%	5	2	1	101			5	2	1	
3		2	8	1	1	91	9	7	1.13%			54	26	4	
4		1	5	7		58	10	17		1		59	30	28	
5				1		20	1					9	13	5	
6		1	8	5		358	25	28				1312	37	96	
7			1	5		126	146	11				54	16	4	
8			2	1	1	63	20	66				54	22	31	
9		201				1	2		1	246		146		35	
10			2.25%			1				2.76%		1.64%		.39%	
11															
12	3	3	98	144	65	755	84	64	1	211	2	1596	226	101	144
13	1402	15.74% 5	53	63	23	193	34	26		2.36%		3490 9	39.18% 1658	43	1.62%
14	173	1.94%	10	18	2	143	13	55	1	69	.77%	62	130 68	292	

1.46%

3.28%

talk area). According to the analysis of cell 12-6, counselors most often reacted to student response (755 tallies) and student initiated talk (193) tallies) with questions, and secondly, (cell 12-4) with verbalized acceptance of student talk.

COUNSELOR DIFFERENCES

Counselor X

An analysis of the interaction processes of the two counselors involved has been helpful in identifying possible problem areas for the participants. Table XXIII is a matrix providing the total verbal interaction process tabulation for Counselor X. The pattern of responses for this counselor in the group guidance sessions shows an extended indirect influence in category number 6, in that 17.36 percent of the total verbal interaction was student response to counselor questions (cell 6-12).

The area identified as extended direct influence followed by student response (cell 7-12) was only 2.15 percent of the total tabulation. This area of the matrix (categories 7-11) indicates (1) the extent that Counselor X attempted to control the group and (2) the amount of student response to direct influence.

The 13-13 and 12-12 cells, respectively, have ranked first in frequency in the analysis of the interaction process. This area constitutes 40.64 percent of the total count. Student self-initiated talk seemed to encourage other student talk, more so than did counselor questioning and student answers to questions.

For an indication of how Counselor X responded to student talk, note categories 12 and 13, columns 1-6. In response to student talk, most often the counselor asked questions of content or procedure of students or accepted or clarified ideas without indicating agreement or disagreement. This area of the matrix represented 10.68 percent of the total verbal interaction as contrasted to the 1.93 percent of direct counselor response (categories 12 and 13, columns 7-11). In other

TABLE XXIII

INTERACTION PROCESS ANALYSIS--COUNSELOR X

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1														
2		4				2						2	2	30
3			1	1	1	12	4	1		18		5	9	2.15%
4		85				4		8		1.29%		2	19.64%	10
5		6.09%				1						274	2	
6				2		57	1	4				240	12	20
7						5	28					12	2	1
8			21			16	3	14				7	9	10
9			1.5%						45			30		11
10									3.22%			2.15%		.79%
11														
12	149		4	12		59	12	10	27			106	58	33 14
13	10.68%	2	19	1	1	51	2	3	1.93%			567	40.4% 403	2.36% 19
14	30	2.16%	1			29	2	17	19	1.36%		19 8	1.36% 11	37 2.65%

words, by comparing the two areas (direct and indirect influence), it can be seen that Counselor X was reinforcing students more often through indirect influence, rather than direct influence.

Counselor Y

Table XXIV is a matrix providing the total verbal interaction process tabulation for Counselor Y. The data analyzed for Counselor Y, as Counselor X, indicate student talk as first in frequency (38.27 percent); but, Counselor Y accepted student talk in more varied ways than did Counselor X, although she, too, asked many questions. The pattern of responses for this counselor shows an extended indirect influence in category number 6, in that 15 percent of the total verbal interaction was student response to counselor questions (6-12 cell).

Several differences in the counselors can be found by studying the matrices. The area identified as direct influence (cell 7-12) was only 1.49 percent for this counselor, which might indicate that students were more threatened by her "direct" influence. Although Counselor Y had only .26 percent more prohibitive or restrictive responses (categories 7-11), than did Counselor X, the fact remains that students responded .66 percent less frequently to such rejection than did students to Counselor X. Direct influence (categories 7-11) and counselor questions (category 6), no doubt, account for the differences in the amount of student talk (categories 12 and 13): Counselor X, 40.64 percent and Counselor Y, 38.27 percent.

FIRST-FINAL GUIDANCE SESSIONS

A further analysis of the group counseling sessions pertained to a tabulation of first and final interaction processes for the purpose of identifying change, if any, in the interaction of group members. Table XXV has given the data tabulated for the first sessions of both counselors, and Table XXVI has presented the data tabulated for the last group counseling sessions of the two counselors.

TABLE XXIV

INTERACTION PROCESS ANALYSIS--COUNSELOR Y

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1						2						1340	17.09%	105 1.38%	
2		2	1	496	6.52%	3	2	1	82	1.07%		3		1	
3		2	7			79	5	6				48	25	4	
4		1	5	7		54	10	9		1		56	24	18	
5				1		19	1					9	11	5	
6		1	8	3		301	24	24				1141	24	77	
7			1	5		121	118	11				48	17	5	
8			2	1	1	47	17	52	200	2.62%		39	10	20	
9		180				1	1							25	
10		2.36%				1						114	1.49%	.33%	
11															
12	3	3	94	132	65	696	72	54	1		2	1485	162	87	111
13	1256 16.51%	3	34	62	22	142	32	23	184	2.41%		2911 9 38.27%	1255	24	1.46%
14	172	2.26%	38	18	2	114	11	38	1	50	.65%	64 121 1.59%	57	256	3.37%

TABLE XXV

INTERACTION PROCESS ANALYSIS--FIRST SESSIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1														11
2		27						5	1.37%			55	15.15%	3.03%
3		7.43%		1		6	2					1	1	
4						2		1				3		1
5						1							1	
6						17	1	1				47	2	10
7						2						2	1	
8			6			4						6		2
9			1.65%									9	2.48%	2
10														.55%
11														
12		49	3	4		30	1		2	.55%		92 154	10	8 8
13		13.49%	6			6		1				154	42.42% 52	2.2%
14						10		1	1	.27%		9 8	2.48% 1	15 4.13%

TABLE XXVI

INTERACTION PROCESS ANALYSIS--FINAL SESSIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1														
2		9/	3.05%							1/		36	12.2%	1/
3					1			1		.33%			1	.34%
4														
5						1							1	
6						7						33	1	1
7						4	2	1						2
8			9/	3.05%		5	2	3					3	5
9									8/	2.71%		3/	1.02%	7/
10														2.37%
11														
12		31/	3		1	17		3	7/			14	11	5 11/
13		10.5%	2		1	7	2	2		2.37%		103/ 34.9%	78	6 3.73%
14				11/	3.73%	11	3	8	11/	3.73%		11/ 3.73%	11	36 ← 12.2%

An analysis of the two tables reveals a reduction of 7.43 percent to 3.05 percent in indirect counselor influence (categories 1-6), and this decrease can be explained by simply comparing the tabulations of the number of counselor questions asked at the beginning and the end of the guidance project. Furthermore, the area of student talk as responded to by counselor questions (cell 12-6) verifies this fact: less student response was followed by counselor questioning (13.49 percent decreased to 10.50 percent).

Two interpretations are possible: either the counselors learned with experience that less structuring in the form of questions was necessary; or, the counselors had less need to ask questions of group members, allowing more opportunity to talk in response to peer ideas.

The first group of counseling sessions shows more student discussion associated with pupil response to counselor questioning (12-12 cell) 92 tallies for the first sessions to 14 tallies for the last sessions. However, to stop at this point may be premature in that student-initiated talk shows an increase, 52 tallies to 78 tallies (cell 13-13).

Less positive on the surface, however, are those increased percentages found in direct counselor influence (categories 7-11), 1.65 percent increased to 3.05 percent in "negative" kinds of responses. This intensified from 0 to 2.71 percent in the area of counselor restrictive verbalization. Reinforcing this, student talk (categories 12 and 13) was followed by a decrease of 13.49 to 10.50 percent in counselor reinforcement (categories 1-6). In addition, cells 12-8, 13-7, and 13-8 (counselor opinions and facts or directions, and commands) show a gain from .55 percent to 2.37 percent in direct counselor influence, which may explain the general 7.51 percent decrease in all student talk.

It should be noted, however, that an increase of 4.13 to 12.20 percent takes place in category 14, representing silence or confusion. Most often the situation was described as "confusion" primarily because students were so eager to share their ideas that they were unmindful of their interruptions, forcing the observer to mark the response as "confusion" (too much verbal communication for proper analysis).

Explanations for the changes noted may well be that the students became more confident, they felt less fear of the authoritarian figure represented by the counselor, and their behavior mirrored this reaction; the peer group approval had usurped that approval of the counselor; or more on the positive side, the guidance program was successful in that as the experimental groups were given opportunity and encouragement to talk, students responded accordingly. Certainly, student behavior was less withdrawn, more responsive and open.

In other words, before deciding that the amount and kind of student talk was indicative of "bad," "unruly," or "undisciplined" behavior, one might seek answers to such questions as: "How had student behavior altered, if any, (1) on the play ground, (2) at home, and/or (3) with peer groups?" Judgement recalls the aged dilemma of promoting good mental health on the one hand and yet preserving the traditional picture of a conducive learning environment in which order and conformity are the rule.

These data taken from the matrices lead one to several assumptions and as many speculations: (1) counselors asked fewer questions, structuring student response less directly, (2) counselors showed an increase in direct restrictive verbal behavior, prohibiting, possibly, or regulating, probably, student response, (3) students were less withdrawn, more verbally responsive and open, and/or (4) students were behaving in a manner as to raise questions about the procedure, strategies, topics, or the session under study. In all, if the purpose of the sessions was to provide these students an opportunity to verbalize and to share experiences, the counseling project based upon these data must be judged successful.

VIDEO-TAPED RECORDINGS

Appendix F also provides categories for studying via video-taped recordings the verbal interaction of one group participating in the project. In terms of the sequence of the phases of the group process, an analysis was made of four video-taped group sessions, one at the beginning, two near the mid-semester term, and one at the end of the program. Problem situation stories were told at two of the meetings, and problem-centered filmstrips were used for stimulating discussion in the other two sessions.

The attendance of those members video-tape recorded varied, but basically, the group was composed of seven boys and four girls from the fifth grade. In the group were three Anglo, two Mexican, and two Negro boys and two Anglo, one Mexican, and one Negro girl. Ordinarily, members sat at tables and chairs arranged in a semicircle; the counselor sat at one end, facing the group.

One category was tabulated for every change of speaker in the interaction process. These tallies were accummulated and compiled and a percentage was made for each category. These data for the four counseling sessions have been given in Table XXVII.

TABLE XXVII

VERBAL FREQUENCIES BY CATEGORIES

Behavior Code	Verbal Frequencies	Percent*
01	0	--
02	13	01
03	54	03
04	82	05
05	1	--
06	375	25
07	67	04
08	15	01
09	0	--
10	0	--
11	0	--
12	356	23
13	509	33
14	76	05
TOTAL	1,548	100

* Decimal points have been omitted.

The largest percent (33 percent) was in student-initiated conversation, most often an elaboration of an answer to a question posed by the counselor. Often, these were accounts of personal experiences or observations. The only area of concentration was in negative expressions toward peer relationships. About one-fourth of the recorded responses was in the area of self-concept, with slightly more negative than positive comments. Very few responses were recorded in respect to attitudes toward parents and teachers, and none was given toward the school itself. Second in frequency were counselor questions (25 percent), which were followed by student responses to these questions (23 percent) of the total tabulated verbalizations.

The counselor was never critical nor rejected a response or an idea given by a member of the group. Acceptance and praise from the counselor accounted for 9 percent of the total responses; this includes the counselor's statements which showed acceptance, clarified a response, or enhanced the student's self-image.

While no attempt has been made, as yet, to catalog nonverbal communicative behavior, such communication has proved most important to the group counseling process. Replay divulges much of student and counselor behavior missed by the counselor in the verbal interchange. By reviewing the video-taped recordings, the counselor has had several opportunities to focus upon and personally critique herself as well as to take notes of the indicative nonverbal behavior of her clients.

Over a very short period of time, the observers could detect, rather easily, nonverbal behavior symptomatic of the interpersonal relationships within the group. For example, a Mexican boy, who was identified as the group leader because he was more verbal and showed no hesitancy in expressing his own attitudes, carried or wore a different hat each time the group met. This observation does not intend to negate the fact that needs, too, can be expressed nonverbally; it has attempted to verify the fact that video-taped recordings can help in identifying roles played by individuals and the relationships existing among group members.

A graphic presentation of the four sessions (Figure I) shows that in each succeeding counseling session, the counselor

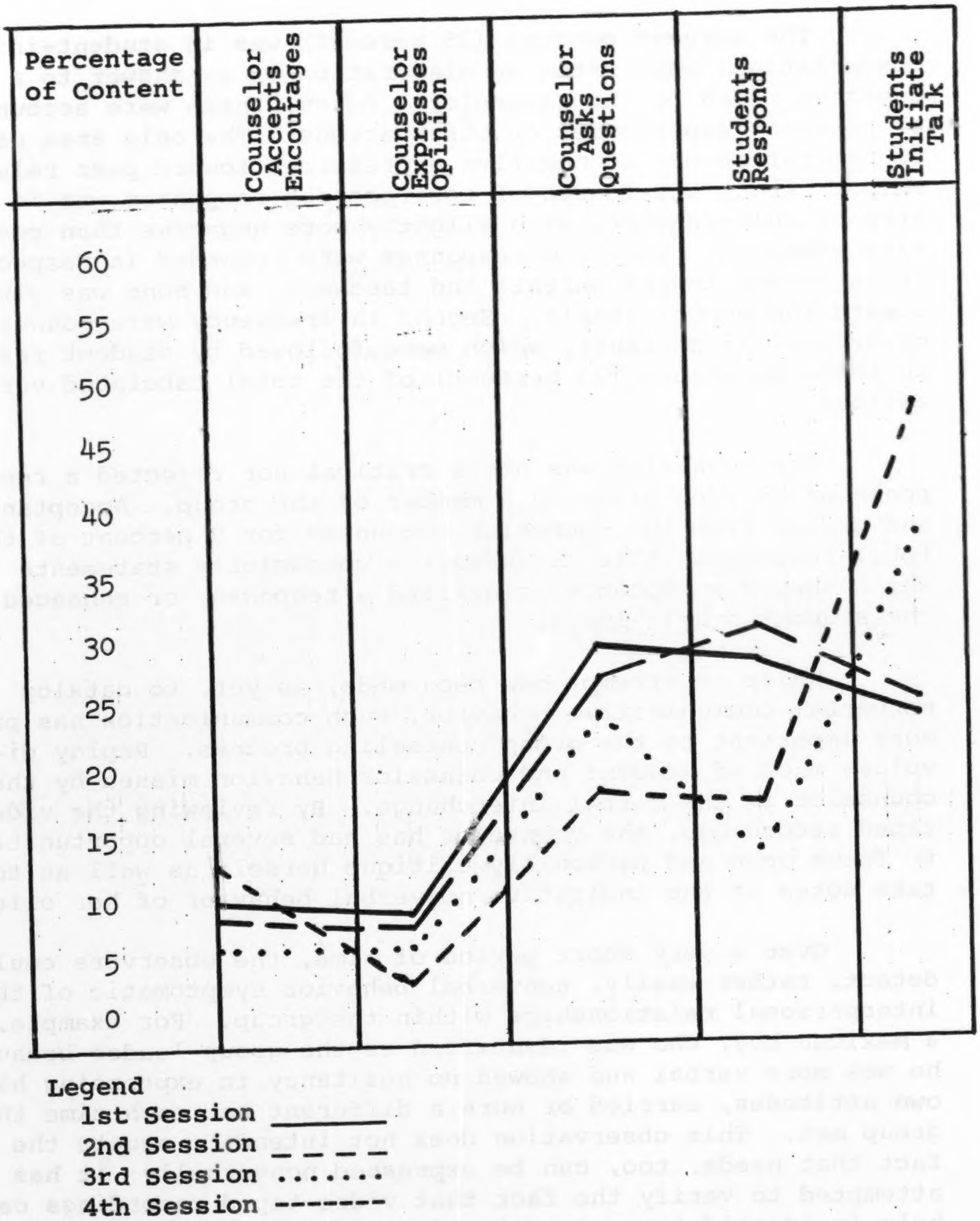

FIGURE 1

COMPARISON OF VERBAL FREQUENCIES OF FOUR ELEMENTARY GROUP GUIDANCE SESSIONS asked fewer questions, decreasing from 30 percent (the first session) to 17 percent (the last session). She progressively gave fewer facts and opinions (7 to 2 percent) while the students consistently initiated more of the conversation (20 to 51 percent).

The decrease in questions and statements, the consistent verbal encouragement to students, or the group experience may have enabled the children to talk more freely. For certain, however, the lessening of counselor talk did not create awkward silence or confusion. This fact seems to indicate that these children are capable of a less structured learning atmosphere than the literature relates.

The last session was characterized by many differences. The counselor not only decreased her amount of talking and showed more acceptance, but the student-initiated conversation was sharply increased. In addition, group members, this session, were absorbed in listening to a Mexican boy, who had contributed, heretofore, very little, relate, at length, a personal experience. Although he spoke in low and rather monotonous tones, the children did not interrupt him or talk among themselves. It seemed that the group was ready to explore this quiet child's experience.

The drop in the number of positive and negative responses may be attributed to phases of group process. In comparing these four sessions with the chronological phases in group counseling,[2] the three sessions reviewed could be identified, perhaps, as the first phase, emotional release. This pattern in the early meetings of the group has been referred to as the establishment stage[3] because members reveal individual characteristics through verbal and nonverbal expressions and feedback from one another.

---

[2] Edward C. Glanz, Groups in Guidance (Boston: Allyn and Bacon Company, 1962).

[3] Walter J. Foley and Warren C. Bonney, "A Developmental Model for Counseling Groups," The Personnel and Guidance Journal, 44 (February, 1966), pp. 576-580.

The next phase of analysis[4] has been described as the gradual exploration of attitudes and the growing conscious awareness of denied elements. Although Ohlson and Gazda[5] found fifth and sixth grade students were unable to reach beyond mere talk to significant therapeutic material without active participation of the counselor, an analysis of the fourth video-taped recording seems to reveal that the group was beginning to experience this growth. Student revelation of the superstitions pertinent to the community, for example led to several admissions of fear and general questioning of the authenticity, and, eventually, the purpose of the tales.

A model is needed, however, for analyzing the nonverbal behavior if a meaningful description of the participants were to be obtained. The semantical differences reported in the literature as a reason for poor counselor-client communication could be alleviated through (1) identifying attitudes and feelings of these children toward ideas, topics, and words, and (2) clarifying individual differences in response patterns.

Agreement of an interpretation can not be assured, but students appeared less anxious, more attentive to comments made by group members, and more responsive, as time elapsed, to the group counseling sessions as seen in their facial expressions, gestures, and body movements.

STUDENT VERBAL PARTICIPATION

An analysis of the student verbalizations can be grouped, by and large, into two broad areas, nonfunctional and functional roles (task or group-building roles).[6] Included among the functional behaviors are giving and seeking opinions, giving information, diagnosing, testing for consensus, evaluation, standard setting, gatekeeping, and encouraging; among the nonfunctional roles are special pleading, monopolizing, holding-back, "horsing around", blocking action, withdrawing, seeking recognition, and antagonizing.

---

[4] Glanz, Ibid.

[5] Merle M. Ohlsen, "Counseling Children in Groups," The School Counselor, 15 (May, 1968), pp. 343-349.

[6] Kenneth D. Beene and Paul Sheats, "Functional Roles of Group Members," Journal of Social Issues, 4 (Spring, 1948), pp. 41-49.

Race and Sex

While no attempt has been made at this time to identify specific functional and nonfunctional role behavior of the sample participating in this study, a tabulation by racial descent and sex has been made of the verbal responses recorded the first year. Table XXVIII has presented a tabulation of the verbalizations of pupils by racial descent and sex. In those instances where identification of the speaker was not reliable, the response was tabulated as "uncertain".

TABLE XXVIII

STUDENT PARTICIPATION BY RACE AND SEX

Race	Male	Female	Uncertain	Total
Negro	243	413	24	680
Anglo	767*	471	34	1,272
Mexican	1,003*	334	16	1,353
Total	2,013*	1,218	74	3,251

*Significant at .01 level of confidence

An analysis of the student responses appears to verify that attitudes and behavior patterns are rooted in the social and environmental interactions long before preadolescence. A comparison of the participating males to those of the females, indicates that of the 65 group discussion sessions boys talked almost twice as often as did girls.

The Mexican male exceeded the other males, but the verbalization rate of both the Mexican and Anglo males proved to be significant at the .01 level of confidence. The role of the male in both racial groups is a fairly consistent one in that the family tends to be patriarchal in lower socioeconomic groups.

Verbalizations of the participating females were exceeded by Negroes; in fact, the Negro female talked almost twice as often as the Negro male. The analysis seems to support those data relative to the matriarchal structure of the typical lower socioeconomic Negro family. At least, the data shown present a fairly clear picture that the Negro female and male have adopted certain kinds of communication patterns by fourth and fifth grade school levels.

Informative and Affective

Tables XXIX and XXX have given those individual responses directed toward peers or about significant others. Comments were tabulated as positive (favorable) or negative (unfavorable). In addition, based upon the criteria provided by Bloom[7] (1956) and Krathwohl, Bloom and Masia[8] (1956), pupil responses were judged "cognitive" if they pertained to a statement expressing recall, information, facts, or knowledge; responses were categorized as "affective" if they expressed personal feeling or attitude toward self or others.[9] In those instances where the classification of the remark or statement was questionable, the response was tabulated as "uncertain."

Male response was largely in the area considered as the cognitive domain, information giving. While boys excelled girls in expressing feelings or attitudes, observation proved that males were more responsive - in either domain - if the discussion were highly structured. They willingly answered questions and discussed what they knew or felt they understood. However, an inspection of the talk which was solely self-initiated and which involved verbalizing personal feelings which might not be popular to the group indicates that girls were, no doubt, less threatened to express and, thereby, to expose their emotions and their attitudes. In fact, if the response involved emotion, boys verbalized only those feelings to which the general reaction was already known.

---

[7] B. S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay, 1956).

[8] D. R. Krathwohl, B. S. Bloom, and B. B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York, David McKay, 1956).

[9] *Ibid.*

TABLE XXIX

STUDENT RESPONSES: INFORMATIVE OR AFFECTIVE

Response	Cognitive		Affective	
	Male	Female	Male	Female
Positive	798*	345	586*	408
Negative	52*	20	349*	197
Uncertain	18	7	11	17
Total	868	372	946	622

*Significant at .01 level of confidence

From Table XXX the ratio of positive and negative responses can be seen. Both male and females expressed two to thirteen times more positive than negative comments, but negative feelings (Affective Domain) were expressed by both sides almost seven times as often as information (Cognitive Domain) considered "negative", such as, "I make _F_'s in her room," and "She bops me on the head when I do that." While the defense mechanisms in these situations are easily understood, the resentment and the personal bitterness of these children are very hard facts which can not be overlooked.

TABLE XXX

STUDENT RESPONSES: POSITIVE OR NEGATIVE

Response	MALE		FEMALE	
	Cognitive	Affective	Cognitive	Affective
Positive	798*	586	345	408
Negative	52	349*	20	197*
Uncertain	18	11	7	17
Total	868	946	372	622*

*Significant at .01 level of confidence

The analysis indicated that pupil response tended to be affected by counselor technique (see section "Interaction Analysis Process"). One counselor, more so than the other, for example sought "feeling" rather than "fact", but it was true that some form of violence was frequently offered by the male as the solution to a social problem. It appears that this aged child has already begun to learn and express negative attitudes which include acts of rebellion and mild violence.

Comments to Peers

Table XXXI presents the verbalizations directed toward peers in the group. The comments toward peers were noticeably less frequent than those toward peers not in the group; but by and large, positive responses were almost equal for both sexes, but substantiating previous deductions, males responded almost three times more frequently to peers in the group, and their responses were negative more often than positive comments.

TABLE XXXI

COMMENTS TOWARD GROUP PEERS

Response	Male	Female
Positive	60	50
Negative	191*	50
Uncertain	3	3
Total	254*	103

*Significant at .01 level of confidence

In conclusion, an analysis of the guidance sessions appears to verify that attitudes and verbal behavior patterns are rooted in the social interactions long before preadolescence. Boys of this socioeconomic group exceeded girls in the amount of talk, and were more negative than females in their comments; the Negro female responded almost twice as often as the Negro male; females of all racial groups were, seemingly, less threatened to express their personal feelings and attitudes; and both sexes of this grade level expressed more positive than negative responses. Although the youngsters stated few "negative" facts (Cognitive Domain) they were very verbal in expressing "negative" attitudes (Affective Domain). The general trend found was toward more individual verbal participation.

The most important implications relate to the early effects of socialization and culturalization. The ability and/or inclination to verbalize are related to those influences within the environment. In those areas where there appears to be a need for intervention into the lives and activities of youngsters for educational and personal development, group guidance experiences may prove helpful in thwarting the negative attitudes and concepts which have been so destructive to mental health. Through peer interaction, inhibited and self-critical children may learn more satisfying ways to express themselves. Certainly, the Negro male and the Mexican female need early opportunities for self-expression and successes relative to positive self-concepts if these two minority groups are to assume their proper and equal place in the United States.

PART V

RESULTS AND DISCUSSIONS

The increased numbers of socioeconomically deprived students have intensified the concern of educators who recognized the importance for promoting the prevention of emotional, educational, and social disorders by concentrating upon individual adjustment and mental health as well as the academic achievement of the culturally different child. The current focus upon these youth has indicated that they need (1) help in changing their attitudes toward achievement and school, (2) educators sensitive to their particular needs, and (3) more suitable methods and curricula to fit their life styles.

The inability to verbalize because of denied family conversational experiences and the negative attitudes of culturally different youth have accounted, in part, for the lack of success by the public school to alter the situation. Nevertheless, the welfare of the nation and the mental health of many of its populace are dependent upon educators of all levels to rectify the societal problems, such as the increased numbers of dropouts and the widening gap between the two cultures.

The influence of peer group and environment has been very strong as contrasted to that influence of the usual middle-class teacher in the public school. For this reason, the investigation was initiated in an attempt to explore the effects of certain group guidance programs upon the personal adjustment of the participants as seen in self-esteem, socially significant behavior, school grades, and standardized achievement test scores.

So that a description from the school records and teacher perception could be made of the pupils, classroom teachers were requested to rate the students chosen for the investigation on a number of items.

The primary deficiency noted by them pertained to academic attainment: 56 percent of the students were rated as "below average" in reading skills; 38 percent were rated as "below average" in arithmetic skills; and, in general, 32 percent were described as underachievers. No discernible special abilities were indicated in 54 percent of the students participating in the study, and religious activities were ranked highest in frequency of the nonschool activities.

In contrast to many reports found in the literature concerning the verbalization of culturally deprived children, teachers indicated that 45 percent talked "frequently" and 77 percent were participators as group members in classwork.

The students were marked as being accepted by their peers. Almost one-fifth of the population were reported as timid, nervous, withdrawn, or having tendencies toward daydreaming and avoiding attention. While 32 percent needed more teacher control than did other pupils, only one-tenth were described as "destructive," "stubborn," and "excitable."

Eighty-five percent accepted discipline, 52 percent responding best to encouragement and 43 percent responding best to personal help. Deprivation of privileges and isolation were low on the list as beneficial responses of teachers. Generally speaking, the negative characteristics found in the literature were not considered represeentive of the students in this investigation.

The biographical reports were more similar to conclusions found in current studies. Ninety-six percent of the pupils come from multi-child families, and 61 percent of these are from homes with more than three siblings. Only one-third (36 percent) reported living their entire lives in the same community where they attend school.

Eighty-seven percent ride the school bus to the consolidated school district. Unlike inner-city children of slum areas, however, most live at home with both parents and share in the activities of their parents, and over 40 percent indicated a variety of personal and educational experiences.

Of the attitude scales, the Negro students selected to participate in the guidance sessions showed a higher score in "perception of self" than did the other two racial groups, but, after the guidance activities, their mean score decreased. In the control group, only the Anglo increased his mean score on this scale.

In the "perception of others" score, the Negro in the experimental group showed an increase in mean score; and the total rating of the groups bears out the slight gains in the mean scores of the Anglos and Negroes who participated in the guidance sessions.

A comparison of sex differences in mean scores on this scale reveals that the scores earned by males increased, but no significant difference was found between males in the experimental and control groups. While the mean scores of the females decreased, the scores of those in the experimental group decreased less.

Studying the differences found in the subtests themselves, it was found that the Negro male's mean score of the "perception of others" was higher at the .01 level of confidence than his mean score of the "perception of self" subtest. In other words, his "perception of self" mean score was less high following the guidance activities than his "perception of others" score.

Furthermore, the mean score of the Negro male participating in the experimental group was higher at the .10 level of confidence. Studies concerned with the consequences of desegregation upon the Negro child have reported similar findings; therefore, it can be concluded that the difference found between the experimental and control groups may have been due to the accelerative effects of the group guidance program.

An analysis of the mean scores of the groups reveals no significant differences for the experimental group in the pre-post test mean scores and slight decreases for the control group in the mean scores of the "perception of others" subtest.

The means and standard deviations for the variables considered in the investigation depict a fairly consistent picture of the typical "culturally different" child.

The experimental group showed a decrease in the number of days absent the second year. Both groups gained in teacher-made English grades, but the experimental group made the largest increase. The mean scores for both groups increased on teacher-made grades in mathematics as well, but, in this instance, the control group showed the greatest gain.

For both groups conduct grades dropped. The initial retardation in student behavior may have been as a result of increased independence and assertiveness for this age group.

For the experimental and control groups the standardized language arts mean scores decreased (significant at the .01 level of confidence) and the concept of others mean score was higher than concept of self mean scores. Although the mean scores on the attitude scales were higher at pretest for the control group, they decreased on the posttest for the concept of others subtest.

Of the correlational studies prior to the guidance activities, the highest correlation of coefficients for both groups was between the standardized test scores of reading and language arts, and, secondly, teacher-made grades of English and mathematics. After the guidance sessions, the highest correlation of coefficient for the control group was still between the standardized language arts and reading test scores, but it had altered for the experimental group. For them the highest correlation of coefficients were found between teacher-made grades in English and mathematics and perception of self and perception of others scores.

Correlation of coefficients for both groups increased among teacher-made grades and standardized test scores, but the experimental group showed higher positive correlation of coefficients on post data. In fact, correlation of coefficients for the post data of the experimental group increased between the "perception of self" scores and the first five variables (absences, grades, and standardized test scores). The correlations increased between "perception of self" and "perception of others" for the experimental groups, and they decreased between these variables for the control group.

An analysis of counselor responses revealed that "indirect" influence excelled "direct" influence. Statements of fact or giving opinions and directions exceeded the other means of prohibiting student responses, and the number of questions asked of students was judged frequent.

At the commencement of the guidance program, student response was associated with counselor questioning; at the termination of the project, students were talking more frequently in response to peer-initiated discussion. Constituting approximately 72.29 percent of verbal behavior was student-initiated talk followed by pupil discussion, counselor questioning, and student responses to counselor questions, in that order.

It was found that student talk decreased as counselor negative responses and direct influence increased. Explanations for counselor restrictive behavior and the group general "confusion" may include that student participation was more valued by the participants than was counselor approval and/or that once given the opportunity and encouragement to talk, students responded accordingly.

A decrease took place in the number of questions asked by the counselors; speculation includes that counselors learned with experience that less structuring was necessary or that they had less need for asking questions of the group members. At any rate, student verbal interaction increased over the period allowed for the group guidance sessions, and lessening the amount of counselor talk did not create awkward silence or confusion. The program was judged successful in that student behavior was less withdrawn, more responsive and open. In light of the interaction process analysis, it appears that counselor behavior should reinforce indirectly and accept or clarify ideas without indicating agreement or disagreement.

Content of the verbalization was most often an account of pupil personal experiences or observations. About one-fourth of these would be categorized as being in the area of self-concept, with more negative than positive remarks being made. Negative expressions were given toward peers, few comments involving attitude were given toward parents and teachers, and no remarks were made toward the school itself. A definite pattern of communication content can be found in some instances, and these are fairly comparable with the chronological phases in group counseling.

Nonverbal behavior appeared symptomatic of the interpersonal relationships within the group. In all, as time elapsed, students appeared less anxious to the group guidance sessions and more responsive and attentive to the contributions of individual members in the group.

An analysis of the student responses by sex and racial descent appeared to verify that attitudes and behavior patterns are rooted in the social and environmental interactions by middle childhood. Of this population, the males of the sample talked almost twice as often as did the females. Mexican and Anglo males exceeded the Negro males in verbalization, a fairly consistent role for these racial groups in the lower socioeconomic brackets.

The amount of Negro female talk exceeded that of other females and, in addition, it doubled the amount of talk by the Negro male. This communication pattern seems to support those data relative to the matriarchal structure of the typical lower socioeconomic Negro family.

As regards differences in responses by males and females, girls appeared less threatened to express themselves and their personal attitudes. Resentment and bitterness was revealed in student attitudes, but more positive than negative comments were expressed by the participants. Males frequently offered some form of violence as a solution to a social problem and responded almost three times more frequently in negative ways to peers within the group than did girls.

In conclusion, the important implications of the investigation are twofold: (1) educators, counselors and teachers, must adapt their approaches and evaluations to the personal constructs of individual pupils and (2) the stimulation of cognitive processes is not enough to change student attitude and the consequential personal and social disorders. Group counseling per se is not adequate in bringing about better school performance unless it is accompanied by closer cooperation between the counseling staff and the teaching faculty in order to create greater awareness in teachers of the needs and dynamics operating in the disadvantaged group and to interpret for them the changes which they may observe in the classroom. Furthermore, when students become accepted, they can better accept others, and, eventually, they can better accept themselves. After an individual begins to accept himself, then, and only then, can he make plans which require him to use his potentialities. All this takes time, yet they must precede substantial improvement in school grades.

In the areas of socialization and culturalization, there appears to be a need for intervention into the lives and activities of youngsters for educational and personal development. Furthermore, group guidance experiences may prove helpful in thwarting negative attitudes and concepts which are detrimental to mental health. Such peer interaction under properly trained leadership provides a means for self-expression for inhibited and self-critical children. Certainly the Negro male and the Mexican female of the lower socioeconomic levels need early opportunities to verbalize and to experience personal successes for obtaining positive self-concepts if they are to assume their proper and equal place in the United States.

BIBLIOGRAPHY

A. Books

Bandura, A. and R. Walters. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, 1963.

Beck, John M. and Richard W. Saxe. Teaching the Culturally Disadvantaged Pupil. Springfield, Illinois: Charles C. Thomas, 1965.

Bloom, B. S. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay, 1956.

Corbin, Richard and Muriel Crosby. Language Programs for the Disadvantaged. Champaign, Illinois: The National Council of Teachers of English, 1965.

Creswell, John L. and Charleta J. Dunn. Teaching Under Pressure. Houston, Texas: University of St. Thomas, February, 1968.

Flanders, Ned A. and Edmund J. Amidon. The Role of the Teacher in the Classroom: Manual for Understanding and Improving Teacher Classroom Behavior. Minneapolis: The Association for Productive Teaching, Inc., 1967.

Garry, Robert. Guidance Techniques for Elementary Teachers. Columbus, Ohio: Charles F. Merrill Books, Inc., 1963.

Glanz, Edward C. Groups in Guidance. Boston: Allyn and Bacon Co., 1962.

Havighurst, Robert. Growing Up in River City. New York: John Wiley and Sons, Inc., 1962.

Krathwohl, D. R. and B. S. Bloom, and B. B. Masia. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay, 1956.

McCandless, B. R. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart and Winston, 1961.

Wrenn, Gilbert C. *The Counselor and a Changing World.* Washington, D. C.: The American Personnel and Guidance Association, 1962.

B. Periodicals

Aubrey, Roger F. "The Legitimacy of Elementary School Counseling: Some Unresolved Issues and Conflicts," *The Personnel and Guidance Journal*, 46 (January, 1967), pp. 355-357.

Ausubel, D. P. "A Teaching Strategy for Culturally Deprived Pupils," *School Review*, 71 (February, 1964), pp. 454-460.

Barclay, James. "Interest Patterns Associated with Measures of Social Desirability," *The Personnel and Guidance Journal*, 45:1 (September, 1966), pp. 56-60.

Barret, H. O. "An Intensive Study of Thirty-two Gifted Children," *The Personnel and Guidance Journal*, 36 (November, 1957), pp.192-194.

Beene, Kenneth D. and Paul Sheats. "Functional Roles of Group Members," *Journal of Social Issues*, 4 (Spring, 1948), p. 25.

Bettelheim, Bruno. "Teaching the Disadvantaged," *National Education Association Journal*, 54 (September, 1965), p. 25.

Brodie, T. A., Jr. "Attitude Toward School and Academic Achievement," *The Personnel and Guidance Journal*, 43:4 December, 1964), pp. 375-378.

Cheyney, Arnold B. "Teachers of the Culturally Disadvantaged," *Exceptional Children*, 38 (October, 1966), pp. 83-88.

Clark, A. B. III and Leonard J. Gregorio. "Graduate School Admission Policies and the Counseling Use of the SVIB Students Personnel Scale," *Journal of College Student Personnel*, 7:3 (May, 1966), pp. 176-179.

Della-Dora, Delma. "The Culturally Deprived: Further Observation," Exeptional Children, 29 (January, 1963), pp. 226-236.

Dinkmayer, Don C. "A Theory of Child Counseling at the Elementary School Level," paper presented American Personnel and Guidance Association National Convention, San Francisco, April, 1964.

Eargle, Zane E. "Social Class and Student Success," High School Journal, 46 (February, 1963), pp. 162-169.

Foley, Walter J. and Warren C. Bonney. "A Developmental Model for Counseling Groups," The Personnel and Guidance Journal, 44:6 (February, 1966), pp. 476-580.

Frankel, E. "Characteristics of Working and Non-Working Mothers Among Intellectually Gifted High and Low Achievers," The Personnel and Guidance Journal, 42:8 (April, 1964), pp. 776-780.

Greenberg, J. W. "Attitudes of Children from Deprived Environment Toward Achievement," Journal of Educational Research, 59 (October, 1965), p. 57-62.

Groff, P. "Dissatisfaction in Teaching the Culturally Deprived Child," Phi Delta Kappan, 45 (November, 1966), p. 76.

Haller, A. O. and C. E. Butterworth. "Peer Influences on Levels of Occupational and Educational Aspiration," Social Forces, 38:4 (May, 1960), pp. 289-295.

Janssen, Peter. "The School Crisis: Any Way Out?" Newsweek (September 25, 1967), p. 25.

Kavaraceus, William. "Helping the Socially Unadapted Pupil in the Large City School," Exceptional Children, 28 (April, 1962), pp. 299-404.

Kemp, Barbara H. The Youth We Haven't Served, Catalog #FS 5-280-80038. Washington, D. C.: Government Printing Office, 1966.

Koenigsberg, S. P. "Teaching the Disadvantaged Youth," *Educational Digest*, 31 (April, 1966), pp. 10-13.

Kurtz, J. J. and Esther Swenson. "Factors Related to Overachievement and Underachievement in School," *School Review*, 59 (November, 1951), pp. 472-480.

Marie, Sister Clare. "Project Love," *National Catholic Educational Association Bulletin*, 62 (August, 1965), pp. 508-513.

Morrow, W. R. and R. C. Wilson. "Family Relations of Bright High-Achieving and Under-Achieving High School Boys," *Child Development*, 32 (September, 1961), pp. 501-510.

Ohlsen, Merle M. "Counseling Children in Groups," *The School Counselor*, 15 (May, 1968), pp. 343-349.

_______, and George M. Gazda. "Counseling Underachieving Bright Pupils," *Education*, 86 (October, 1965), pp. 78-81.

Olsen, James. "Children of the Ghetto," *High Points*, 46 (April, 1964,) p. 25.

Rice, J. P. "Education of Subcultured Groups," *School and Sociology*, 92 (November 28, 1964), pp. 360-362.

Riessman, Frank. "The Overlooked Positives of Disadvantaged Groups," *Journal of Negro Education*, 33 (Summer, 1964), pp. 225-231.

Sarvis, M. A. "Reactions of Children from Overcrowded Areas," *Childhood Education*, 39 (May, 1963), pp. 413-415.

Sewell, William H. and A. O. Haller. "Social Status and the Personality Adjustment of the Child," *Sociometry*, 19:2 (June, 1956), pp. 114-121.

Taylor, R. G. "Personality Traits and Discrepant Achievement," *Journal of Counseling Psychology*, 11(Spring, 1964), pp. 76-81.

Townsend, Agatha. "What Research Says to the Reading Teacher," Reading Teacher, 19:3 (March, 1966), p. 447.

Williamson, R. G. and Charles Cole. "Factors in Scholastic Performance: The Behavior Differential," The Personnel and Guidance Journal, 44:9 (May, 1966), pp. 962-966.

Willie, C. V. "Education, Deprivation and Alienation," Journal of Negro Education, 34 (Summer, 1965), pp. 209-219.

Woodruff, A. D. "The Role of Value in Human Behavior," Journal of Social Psychology, 36 (August, 1952), pp. 97-107.

Wright, John J. "The Impact of Perceived Stress on Academic Achievement When Family Income Level and Self-Concept Are Taken into Account," Journal of College Student Personnel, 7:2 (March, 1966), pp. 113-117.

C. Dissertations

Kaufman, H. Task Performance, Expected Performance and Responses to Failure as Functions of Imbalance in the Self-Concept, unpublished doctoral dissertation, University of Pennsylvania, Philadelphia, Pennsylvania, 1962.

APPENDIX A

TEACHER RATE CHART

Child ____________________________

1. SPECIAL ABILITIES--Indicate by circling the appropriate letter and/or number any special abilities exhibited by the child named.

   0. None discernable
   1. Arithmetic
   2. Art
   3. Crafts
   4. Dancing
   5. Dramatics
   6. English--Public Speaking
   7. Gymnastics
   8. Handwriting

   A. Music
   B. Reading
   C. Shops
   D. Spelling
   E. Social Studies
   F. Science
   G. Sports
   H. Writing
   I. Leadership

2. SCHOOL ACTIVITIES--Indicate the major school activity in which the child is involved. Circle the number or letter preceding the term selected.

   0. None discernable
   1. Art
   2. Collecting (coins, stamps, etc.)
   3. Crafts
   4. Dancing
   5. Dramatics
   6. Public Speaking
   7. Gymnastics
   8. Mechanical
   9. Music

   A. Shops
   B. Sports
   C. Photography
   D. School Service
   E. Newspaper Staff
   F. Library Staff
   G. Safety Patrol

3. NONSCHOOL ACTIVITIES--In the appropriate grade space, indicate the major NONschool activity in which the child is involved. Use the number or letter preceding the term selected.

    0. None discernible
    1. Art
    2. Collecting (coins,stamps, etc.)
    3. Crafts
    4. Dancing
    5. Dramatics
    6. Gymnastics
    7. Mechanical
    8. Music
    9. Shops
    A. Sports
    B. Photography
    C. Community Service
    D. Boy or Girl Scout
    E. Church Activity

4. HEALTH--In the appropriate grade space, indicate the general health appearance of the child. Use the number preceding the term selected.

    1. Excellent
    2. Good
    3. Average
    4. Poor

    A. Orthopedic - Indicate any orthopedic condition of the child noticed.

    B. Skin - Indicate the skin condition of the child if diseased or uncleaned (specify which). When the condition has been eliminated, make the proper notation, including date.

    C. Vision - Indicate a vision problem of the child by citing the condition (glasses worn, needed, or suspected in need). When the condition has been eliminated, please give the date.

D. Hearing - Indicate a hearing problem of the child by citing the condition noticed.

E. Nose - Indicate a nasal condition of the child by citing the condition noticed. When the condition has been eliminated, please give the date. Keep this current for detection of chronic illnesses.

F. Teeth - Indicate a poor dental condition of the child by citing the condition noticed.

G. Speech - Indicate any speech defect of the child by citing the condition noticed. Letters chronically mispronounced, transferred, etc., please jot down.

H. Illnesses - Indicate any illnesses the child has had by using the numbers or letters preceding each illness classification.

0. No indication (unknown)
1. Acne
2. Adenoids-Tonsils
3. Anemia
4. Appendicitis
5. Broken Bones
6. Cardiac
7. Cerebral Palsey
8. Chicken Pox
9. Diptheria
A. Eczema
B. Gland
C. Head Injuries
D. Hernia
E. High Blood Pressure
F. Kidney
G. Major Surgery
H. Malnutrition
I. Measles
J. Minor Surgery
K. Mumps
L. Pneumonia
M. Poison Ivy
N. Polio
P. Respiratory
Q. Rheumatic Fever
R. Rheumatism
S. Ruptured Spleen
T. Scarlet Fever
U. Severe Burns
V. Sinus-Ears-Eyes
W. Spinal Meningitis
X. St. Vitus Dance
Y. Sugar Diabetes
Z. Tuberculosis
AA. Typhoid
BB. Ulcers
CC. Undulant Fever
DD. Whooping Cough
EE. Yellow Jaundice
FF. Psychiatric Care

5. ABILITY TO RELATE TO PEERS--In the appropriate grade space, indicate how the child relates to peers by indicating the number preceding the word that is most descriptive.

   0. No information
   1. Excellent
   2. Good
   3. Average
   4. Poor

6. ABILITY TO RELATE TO TEACHERS--In the appropriate grade space, indicate how the child relates to teachers by indicating the number preceding the word that is most descriptive.

   0. No information
   1. Excellent
   2. Good
   3. Average
   4. Poor

7. CLASSIFICATION--In the appropriate grade space, indicate a professional judgment of the child's basic problem from the evidence at hand. Use the number preceding the phrase that best describes the condition. Insert more than one category if necessary.

   1. Emotional disturbance
   2. Social maladjustment
   3. Giftedness
   4. Cultural deprivation
   5. Limited learning capacity
   6. Reading deficiency
   7. Arithmetic deficiency
   8. Underachiever
   9. Malnutrition
   A. Normal--needs support

8. Please check the items which you feel describe this child.

Participation in Group Situations

_____ Withdraws
_____ Avoids Attention
_____ Participates
_____ Seeks Attention
_____ Talks frequently
_____ Destructive
_____ Helpful
_____ Constructive

Relationship to Group and Teacher

_____ Needs more control
_____ Seldom needs control
_____ Needs some control
_____ Group is antagonistic to him
_____ Accepted by group
_____ Is immature in relation to group
_____ Ignored

Response to Discipline

_____ Accepts it
_____ Defiant
_____ Submissive
_____ Makes excuses

Responds Best To

_____ Deprivation of privileges
_____ Reward
_____ Punishment
_____ Encouragement
_____ Urging
_____ Independent Work
_____ Personal help
_____ Isolation

General Personality Traits

_____ Depressed
_____ Timid
_____ Nervous
_____ Suspicious
_____ Excitable
_____ Cruel
_____ Stubborn
_____ Show-off
_____ Lies
_____ Cheats
_____ Steals
_____ Destructive
_____ Day dreams
_____ Impulsive

Additional Comments:

____
Signature of Teacher

APPENDIX B

BIOGRAPHICAL DATA

____
Child's Name

INSTRUCTIONS: The purpose of these questions is to help your school know and understand you better. Please answer every question by circling the correct letter before each question. Y for Yes; N for No.

Yes No

Y N 1. Are you the only child your parents have?

Y N 2. Do you have any older brothers?

Y N 3. Do you have any older sisters?

Y N 4. Do you have any younger brothers?

Y N 5. Do you have any younger sisters?

Y N 6. Do you have more than three brothers and sisters?

Y N 7. Do you live with both your mother and your father?

Y N 8. Do you live with your mother, but not your father?

Y N 9. Do you live with your father, but not your mother?

Y N 10. Do you live with a guardian (not your mother or father) who is kin to you, such as grandmother, grandfather, aunt, uncle, cousin, or older brother, older sister, or other relative?

Y N 11. Do you live out in the country (outside the town when you go to school)?

Y N 12. Do you live in the town where you go to school?

Y N 13. Do you live within about a mile of the school you go to? (A mile is about sixteen blocks).

Y N 14. Do you usually walk to school?

Y N 15. Do you usually ride a school bus to school?

Y N 16. Does your parent, your guardian, or some other adult (not a bus driver) usually drive you to school?

Y N 17. Do you usually ride to school on a bicycle or motor bike?

Y N 18. Have you lived all your life in or near the town where you go to school?

Y N 19. Have you ever gone to school in any other town than the one you are going to school in now?

Y N 20. Have you ever failed a grade in school?

Y N 21. Is (or was) your mother a high school graduate?

Y N 22. Is (or was) your father a high school graduate?

Y N 23. Does your mother sometimes work outside the home?

Y N 24. Has your father usually worked at a job that keeps him away from home most of the week?

Y N 25. Has your whole family done things together (camping, music, games, hobbies, etc.) more than most families seem to?

Y N 26. Have you done things with your mother or woman guardian (such as hobbies, work, puttering around house) more than most girls and boys seem to?

Y N 27. Have you done things with your father or man guardian (such as hobbies, work, puttering around house) more than most girls and boys seem to?

Y N 28. Does your family sit down together for a family meal at least once a day?

Y N 29. Do you live in a house in which one or more other families live (such as a duplex or an apartment house)?

Y N 30. Do you live in a house where you have a room to yourself?

Y N 31. Do you and your family get a newspaper every day or nearly every day?

Y N 32. Do you and your family have one or more radios?

Y N 33. Do you and your family have one or more television sets?

Y N 34. Do you and your family have a telephone?

Y N 35. Do you and your family have a refrigerator?

Y N 36. Do you and your family have an electric washing machine?

Y N 37. Did you go to a kindergarten school?

Y N 38. Have you ever been a cub scout, boy scout, girl scout, or camp-fire girl?

Y N 39. Have you ever played on a school athletic team, such as football, basketball, baseball, or track?

Y N 40. Do you play any musical instrument?

Y N 41. Do you attend church or Sunday school services regularly (once a month or more often)?

Y N 42. Do you go to movies regularly (once a month or more often?

Y N 43. Have you ever been to a zoo?

Y N 44. Have you ever been to a museum?

Y N 45. Have you ever been to an aquarium (where live fish are displayed)?

Y N 46. Have you ever been to a planetarium (where movies of the stars and planets are shown)?

Y N 47. Have you ever been boating on a lake, river, or the ocean?

Y N 48. Do you know how to swim at all?

Y N 49. Do you have any maps at home (globe, road maps, or atlas)?

Y N 50. Do you know how to ride horseback?

Y N 51. Do you usually write with your right hand?

Y N 52. Do you know how to ride a bicycle?

Y N 53. Have you ever been to Austin, which is the capital of Texas?

Y N 54. Have you ever been to any one of the three largest cities in Texas (Houston, Dallas, or San Antonio)?

Y N 55. Have you ever been out of Texas?

APPENDIX C

RATING CHART #4

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme: Circle the correct number for yourself.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About half-way true of myself	Mostly true of myself	True of myself

Remember, the best answer is the one which applies to you.

1 2 3 4 5 (1) I'd like it if I could find someone who would tell me how to solve my own personal probelms.

1 2 3 4 5 (2) I don't question my worth as a person, even if I think others do

1 2 3 4 5 (3) I can be comfortable with all kinds of people--from the lowest to the highest.

1 2 3 4 5 (4) I can become so busy in the work I'm doing that it doesn't bother me not to have any real close friends.

1 2 3 4 5 (5) I don't approve of spending time and work in doing things for other people. I believe in looking to my family and myself more and letting others do things for themselves.

1 2 3 4 5 (6) When people say nice things about me, I find it hard to believe they really mean it. I think maybe they're kidding me or just aren't being honest.

1 2 3 4 5 (7) If anyone says anything bad about me, I just can't take it.

1 2 3 4 5 (8) I don't say much because I'm afraid that people will criticize me or laugh if I say the wrong thing.

1 2 3 4 5 (9) I know that I'm not doing as well as I could but I just don't believe that I've got it in me to use my work in better ways.

1 2 3 4 5 (10) I don't like doing favors for people. If you're too friendly they'll take advantage of you.
1 2 3 4 5 (11) I look on most of the feelings I have toward people as being natural and good.
1 2 3 4 5 (12) Something inside me just won't let me be happy with any job I've done--if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be happy with this, this isn't a fair test.
1 2 3 4 5 (13) I feel different from other people. I'd like to have the feeling of happiness that comes from knowing I'm not too different from other people.
1 2 3 4 5 (14) I'm afraid for people that I like to find out what I'm really like, for I fear they'd be disappointed in me.
1 2 3 4 5 (15) I am almost always bothered by feelings that I am not as good as others.
1 2 3 4 5 (16) Because of other people, I haven't been able to learn as much as I should have.
1 2 3 4 5 (17) I am quite shy and embarrassed around people.
1 2 3 4 5 (18) In order to get along and be liked, I tend to be what people want me to be rather than anything else.
1 2 3 4 5 (19) I usually forget the feelings of others when I'm doing some job.
1 2 3 4 5 (20) I seem to handle things. I'm on a pretty good foundation and it makes me pretty sure of myself.
1 2 3 4 5 (21) There's no sense in taking other ideas when people have ideas or thoughts I don't like, I just don't care to have much to do with them.
1 2 3 4 5 (22) The person you marry may not be perfect, but I believe in trying to get him (or her) to change along lines I want.
1 2 3 4 5 (23) I see nothing bad about stepping on other people's toes a little if it'll help get me what I want in life.
1 2 3 4 5 (24) I feel shy and bashful when I'm with people who have a better or higher place to mine in school.

1 2 3 4 5 (25) I try to get people to do what I want them to do, in one way or another.

1 2 3 4 5 (26) I often tell people what they should do when they're having trouble in making up their minds.

1 2 3 4 5 (27) I enjoy myself most when I'm alone, away from other people.

1 2 3 4 5 (28) I think I'm different or something.

1 2 3 4 5 (29) I feel neither better nor worse than the people I meet.

1 2 3 4 5 (30) Sometimes people don't understand me when I try to keep them from making mistakes that could be important to their lives.

1 2 3 4 5 (31) Very often I don't try to be friendly with people because I think they won't like me.

1 2 3 4 5 (32) There are very few times when I compliment people for their good points or jobs they've done.

1 2 3 4 5 (33) I like doing little favors for people even if I don't know them well.

1 2 3 4 5 (34) I feel that I'm as good a person and equal to other people.

1 2 3 4 5 (35) I can't help feeling guilty (bad) about the way I feel toward certain people in my life.

1 2 3 4 5 (36) I prefer to be alone rather than have close friendships whith any of the people around me.

1 2 3 4 5 (37) I'm not afraid of meeting new people. I feel that there's no reason why they should not like me.

1 2 3 4 5 (38) I sort of only half-believe in myself.

1 2 3 4 5 (39) I hardly ever worry about other people. I'm really interested mostly in myself.

1 2 3 4 5 (40) I'm very easily hurt. People say things and I think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.

1 2 3 4 5 (41) I think I have certain good points and other people say so too, but I wonder if I'm not giving them more value than what they deserve.

1 2 3 4 5 (42) I feel sure that I can do something about the problems that may come up in the future.

1 2 3 4 5 (43) I believe that people should get credit or reward for their good jobs, but I hardly ever come across work that deserves reward.

1 2 3 4 5 (44) When someone asks for advice about some of their problems, I'm most likely to say, "It's up to you to make up their mind. I don't tell him what he should do."

1 2 3 4 5 (45) I guess I put on a show to make people look at me. I know I'm not the person I'd like to be.

1 2 3 4 5 (46) I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

1 2 3 4 5 (47) I can't help feeling better (or worse) to most of the people I know.

1 2 3 4 5 (48) I do not worry or say bad things to myself if other people say bad things about me.

1 2 3 4 5 (49) I don't stop suggesting people to live by the same high set of values which I have for myself.

1 2 3 4 5 (50) I can be friendly with people who do things which I know are wrong.

1 2 3 4 5 (51) I don't feel like everybody else, but I want to feel that way.

1 2 3 4 5 (52) When I'm in a group I usually don't say much for fear of saying the wrong thing.

1 2 3 4 5 (53) I often (most always) forget my problems.

1 2 3 4 5 (54) If people are weak I take advantage of them. I believe you must be strong to get what you want.

1 2 3 4 5 (55) I'm easily made mad (angry) by people who argue with me.

1 2 3 4 5 (56) When I'm playing or working with younger persons, I want them to do what I tell them.

1 2 3 4 5 (57) I don't see much point to doing things for others unless they can do you some good later on.

1 2 3 4 5 (58) Even when people do think well of me, I feel sort of guilty (bad) because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.

1 2 3 4 5 (59) I feel that I'm on the same level as other people and that helps to get along with them.

1 2 3 4 5 (60) If someone I know is having trouble in working things out for himself, I like to tell him what to do.

1 2 3 4 5 (61) I feel that people are likely to do differently to me than they would do to other people.

1 2 3 4 5 (62) I live too much by what other people want.

1 2 3 4 5 (63) When I have to talk to a group, I get shy and bashful and have trouble saying things well.

1 2 3 4 5 (64) If I didn't always have such hard luck, I'd do much more than I have done.

APPENDIX D

CORRELATION MATRIX OF VARIABLES:* EXPERIMENTAL GROUP

N=77

Variables		1	2	3	4	5	6	7	8	9	10	11
Age	1											
Grade	2	61										
Race	3	-14	-19									
Race	4	32	-20	-38								
Race	5	-20	34	-43	-67							
Sex	6	-07	-06	-11	06	03						
Absence	7	11	-05	02	23	-24	16					
Absence	8	23	-12	-02	40	-37	13	47				
Intelligence Quotient	9	-65	-23	16	-44	31	04	-10	-18			
Math	10	-30	-31	24	-05	-14	05	-25	-14	44		
Math	11	-36	-18	05	-21	16	28	-07	-30	52	57	
English	12	-45	-37	15	-15	03	14	-12	-15	55	64	60
English	13	-29	-01	01	-32	31	31	-21	-34	50	49	71
Conduct	14	03	-08	-04	29	-26	16	05	24	-04	26	-03
Conduct	15	17	-09	-11	28	-19	35	15	17	-07	18	21
Reading	16	08	27	00	-20	-20	-01	06	09	24	10	30
Language Arts	17	09	32	-09	-16	23	09	-08	-04	19	14	29
Reading	18	-09	15	-06	-12	17	13	-21	-11	35	34	47
Language Arts	19	-09	07	-15	-05	16	49	-02	01	29	21	29
Math	20	-28	-37	06	05	-09	18	-15	-14	30	42	35
Math	21	-32	-26	-02	-09	11	22	07	-17	38	35	45
Self	22	01	07	-18	-13	27	12	02	-06	15	00	10
Others	23	-02	-20	07	11	-16	21	03	08	15	25	16
Self	24	-08	-10	09	-06	-01	-05	-04	14	22	20	01
Others	25	-04	04	04	-17	13	08	-01	09	28	11	05

* Decimals have been omitted

CORRELATION MATRIX OF VARIABLES:* EXPERIMENTAL GROUP (Continued)

N=77

Variables		12	13	14	15	16	17	18	19	20	21	22	23	24	25
Age	1														
Grade	2														
Race	3														
Race	4														
Race	5														
Sex	6														
Absence	7														
Absence	8														
Intelligence Quotient	9														
Math	10														
Math	11														
English	12														
English	13	51													
Conduct	14	12	04												
Conduct	15	12	22	28											
Reading	16	13	22	-15	04										
Language Arts	17	17	28	00	14	74									
Reading	18	24	44	08	25	38	33								
Language Arts	19	26	45	30	21	17	36	53							
Math	20	34	30	15	07	01	08	27	21						
Math	21	38	39	02	24	10	09	33	28	39					
Self	22	01	14	-03	07	09	04	30	29	05	17				
Others	23	20	03	12	10	02	07	16	15	23	05	56			
Self	24	21	11	12	00	16	09	20	19	11	01	40	39		
Others	25	24	15	03	03	06	12	19	20	13	03	41	54	70	

* Decimals have been omitted

APPENDIX E

CORRELATION MATRIX OF VARIABLES:* CONTROL GROUP

N=64

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Age 1												
Grade 2	65											
Race 3	-12	-11										
Race 4	36	08	-39									
Race 5	-26	01	-38	-71								
Sex 6	-08	15	-08	15	-09							
Absence 7	33	11	-01	38	-38	18						
Absence 8	23	09	18	33	-46	10	56					
Intelligence Quotient 9	-52	-30	26	-37	17	12	-26	-17				
Math 10	-29	-34	07	-28	23	-20	-40	-36	34			
Math 11	-13	-11	-06	-08	12	-09	-16	-39	31	54		
English 12	-39	-21	-04	-34	34	09	-14	-23	48	67	46	
English 13	-02	21	-05	-08	12	27	04	-12	51	30	54	57
Conduct 14	07	24	-32	18	07	26	00	07	-01	01	17	15
Conduct 15	10	15	12	07	-16	12	-8	-02	22	22	49	39
Reading 16	47	55	-11	19	-10	02	15	15	02	-15	08	-06
Language Arts 17	39	56	-18	28	-14	16	16	15	08	-22	07	-13
Reading 18	23	33	-09	18	-11	19	04	27	13	-10	12	-09
Language Arts 19	14	34	-09	18	-11	22	19	24	06	-24	11	-16
Math 20	-15	-43	02	-04	03	-16	-07	-09	36	38	25	25
Math 21	-11	-37	-05	17	-13	-11	-14	-27	28	47	54	22
Self 22	23	31	-14	-09	20	00	04	-09	-13	10	33	03
Others 23	19	22	-06	-06	10	13	-08	-01	-06	05	29	00
Self 24	-01	-06	-05	-05	09	-13	-03	-11	01	23	24	07
Others 25	-02	03	-08	-11	18	-03	-05	-20	16	19	18	20

---

* Decimals have been omitted.

CORRELATION MATRIX OF VARIABLES:* CONTROL GROUP (Continued)

N=64

Variables	13	14	15	16	17	18	19	20	21	22	23	24	25
Age 1													
Grade 2													
Race 3													
Race 4													
Race 5													
Sex 6													
Absence 7													
Absence 8													
Intelligence Quotient 9													
Math 10													
Math 11													
English 12													
English 13													
Conduct 14	20												
Conduct 15	50	46											
Reading 16	34	32	33										
Language Arts 17	40	31	25	83									
Reading 18	37	16	23	32	51								
Language Arts 19	17	20	02	28	44	63							
Math 20	17	04	24	-10	-18	03	-11						
Math 21	27	-11	20	-12	-05	12	10	49					
Self 22	23	14	08	10	17	21	30	-01	12				
Others 23	25	14	13	01	03	22	22	12	00	50			
Self 24	11	16	04	-08	06	17	20	24	25	52	27		
Others 25	25	01	09	05	11	12	22	04	07	31	27	53	

*Decimals have been omitted

APPENDIX F

CATEGORIES FOR THE VERBAL INTERACTION ANALYSIS SYSTEM

COUNSELOR TALK	FREES STUDENT	1.	Accepts feelings: counselor creates an atmosphere for free communication.
		2.	Praises or encourages: statements or gestures which positively influence the student's self-image.
		3.	Accepts or clarifies ideas: accepts and/or clarifies response without indicating agreement or disagreement.
		4.	Accepts response: indicates that response is adequate (response is usually short and includes no student ideas).
		5.	Partially accepts response: accepts response with reservations ("Yes, but....").
		6.	Asks questions: demands verbal response concerning content or procedure from student.
	PROHIBITS STUDENT	7.	States facts or opinions: states facts and/or gives own opinions concerning particular ideas or facts.
		8.	Gives a command or directions: an imperative statement explicitly directing the student to perform a particular mental or physical action and leaving him no recourse other than disapproval of some form.
		9.	Rejects ideas: rejects not only the response of student (response is usually short and includes no student ideas).
		10. s	Rejects ideas: rejects not only the response of the student, but also rejects the student's own ideas concerning the response.
		11.	Criticism or sarcasm: verbal behavior which belittles the student and attempts to change nonacceptable behavior to acceptable behavior.
STUDENT TALK		12.	Student talk - response: answer to question reply to directive statement.
		13.	Student talk - initiated: student contribution which is not a direct result of a counselor question.
		14.	Silence or confusion: a complete lack of verbal interaction or a period of confusion in which there is so much verbal interaction the observer cannot determine the communication lines.